

Technical learning with local professional partners



Policy Documents

Professional conduct for QEStudio Students (Behaviour Policy)

Contents

INTRODUCTION	3
PRINCIPLES	3
AIMS	3
PRACTICE	4
CREATING A POSITIVE ETHOS.....	4
USING SANCTIONS	5
CARING	5
APPENDIX 1: POWERS RESULTING FROM LEGISLATION	6
RESPONDING TO SUBSTANCE ABUSE	6
BELONGINGS CHECKS	6
RESPONDING TO CHEWING GUM IN SCHOOL	7
RESPONDING TO UNIFORM RULE INFRINGEMENTS	7
APPENDIX 2: PROCEDURES FOR EXCLUSION	8
FIXED TERM EXCLUSION	8
EXTENDING A FIXED TERM EXCLUSION	9
PERMANENT EXCLUSION	9
APPENDIX 3: POST 16	10
APPENDIX 4: FAIR ACCESS PROTOCOL FOR THE PLACEMENT OF VULNERABLE AND HARD TO PLACE PUPILS	12

Introduction

The values-led ethos and emphasis on effective Professional Learning as a personal development model, along with a commitment to both scholarship and care lead to a high quality learning environment in which the highest standards of behaviour can be achieved:

Principles

- A belief in the interdependence of Scholarship and Care
- A belief in the values-led education based on our 10 Core Values
- A belief in the importance of personal development as defined by our Successful Learner model
- A belief that every young person has the right to stay safe, be healthy, enjoy and achieve in their learning, make a positive contribution to their communities and be free from the negative impact of poverty and achieve economic well-being (The Every Child Matters outcomes)

Aims

- To maintain outstanding professionalism and keep the impact of any poor conduct to an absolute minimum
- To develop the social and emotional learning of students
- To provide care for students whose conduct is impacting negatively on others in order to address the underlying causes of any challenging behaviour
- To prevent escalation and serious consequences
- To work in partnership with parents and employers to uphold our values and to ensure positive outcomes for their students
- To uphold QESTudio values in our everyday routines

Practice

Creating a positive ethos

We believe that preventing unprofessional conduct is the most effective way to promote the highest standards. There are a number of strands to this prevention work:

1. Using the 10 Core Values as a common language and a shared understanding between staff, students, employers and parents and keeping them live and relevant in and out of school
2. Having the highest expectations in our classrooms and in our work places: our Teaching and Learning Policy clearly outlines how outstanding teaching and learning underpins effective personal development whilst our Successful Learner Model outlines the role personal development has in achievement
3. Working in partnership with parents: asking for and supporting their contribution to scholarship whilst we offer support and reassurance to them as we share in the care of young people
4. Working in partnership with employers to create a professional environment and a community ethos where young people learn that the decisions they make impact on those around them
5. Being committed to inclusion, working in collaboration with the South Lakes Federation (Appropriate Curriculum Extension programme and also the Inclusion Advocates) to design suitable provision for challenged or vulnerable students and preventing permanent exclusion if we possibly can (see Appendix 4: extract from Fair Access Protocol)
6. Using a range of protocols for multi-agency working, from Pastoral Support Plans to full Common Assessment Frameworks to “wrap” care around a young person whose conduct is impacting negatively on the community and/ or her achievement of successful ECM outcomes.
7. Developing the whole person and attending to the social and emotional aspects of their learning e.g. through the Personal Development curriculum, through the one to one opportunities afforded by Learning Coaches and Creative teams, through a rich diet of extra –curricular opportunities and at times through specifically tailored programmes for individuals or small groups
8. Rewarding young people for upholding the values
9. Working with young people when decisions they make outside school impact negatively on their development and welfare or on the well-being of others.

Using Sanctions

We do use sanctions when things go awry. Staff, supported by employers make professional judgements about the appropriate response to unprofessional conduct. Responses range from a quiet word, conferences or Restorative Justice panels through to community service or fixed term exclusion, depending on the circumstances of the incident and the needs of the individual.

Sanctions have two purposes:

- a) to send out a clear message to the individual about their actions having consequences and allowing us to focus on this important aspect of learning
- b) to safeguard the community

Fixed term exclusions are used when the undermining of the QEstudio values is such that a student forfeits the right to be part of QEstudio community for a short period of time. This can become a permanent arrangement if there is little evidence of a willingness or ability to uphold QEstudio values in the long term.

Caring

Sanctions are not applied without support however. Low level responses to minor issues are accompanied with advice about avoiding such responses in future and support to minimise or eradicate low level undermining of the values. Students who find themselves facing more serious sanctions will be the subject of much more intense support, often from a range of agencies e.g. school counsellor or Students' Services.

We do work beyond QEstudio gate and beyond QEstudio day to ensure the well-being and continued development of the young people in our care and will get involved whenever and wherever a child's behaviours compromise the ECM outcomes for themselves or others.

Appendix 1: Powers resulting from legislation

The Education and Inspections Act 2006 introduced new statutory powers for school regarding behaviour and discipline:

1. Any member of staff, including volunteers, in lawful control of children in or out of school, may regulate pupils' conduct and impose sanctions: this power extends to pupils whenever they are not in school if there is a clear link between their behaviour and maintaining good behaviour among the pupil body as a whole.
2. The powers apply to all pupils at a school where education is provided for them, regardless of whether the pupil is registered at that school, for instance a teacher can discipline a student who is attending the school one day a week as part of a 14-19 consortium arrangement.
3. Pupils may be detained after school on weekday and at weekends, or on teacher days with a minimum of 24 hours' notice.
4. Staff have the right to confiscate articles ("seize, retain or dispose of") with authority from the head. (This particular power is contained in the Violent Crime Reduction Act 2006,)
5. Staff may search a pupil for offensive weapons.

Responding to substance abuse

1. The school is committed to tackling drug misuse among young people.
2. Any incidents of possession, use (including alcohol, tobacco, **volatile substances, "legal highs"** as well as illicit drugs) will be regarded with the utmost seriousness. **Misuse of legal drugs will be treated equally seriously. (No drug may be brought into school without the school's knowledge and approval).**
3. Incidents involving illegal drugs could result in permanent exclusion. .
4. **QEstudio will work closely with other local schools to maintain a drug-free environment**

Belongings checks

1. In order to discourage pupils from bringing banned items into school we carry out random belongings checks. These are NOT searches.
2. A senior member of staff will be accompanied by a colleague and take the pupil to a place away from other pupils or staff.
3. A pupil will be asked to empty bags, pockets etc and show the staff their contents.
4. Any banned items discovered will be confiscated.
5. The check and its results will be logged using a blue slip.
6. There may well need to be sanctions imposed for persistent or serious disregard of the banned items rule.

Responding to chewing gum in school

1. The school has a zero tolerance policy on chewing gum because of its effect on the environment and the working lives of our site staff.
2. Pupils caught with gum are reprimanded and the incident is logged at the main office.
3. 3 logged incidents lead to After School Community Service
4. Failure to attend ASCS leads to an isolation.
5. 6 logged incidents lead to isolation after which a further 3 logged incidents would result in a fixed term exclusion.
6. We would try to warn parents if we were leading up to a fixed term exclusion.

Responding to Uniform Rule infringements

1. The school has a zero tolerance on uniform infringements because they are so undermining of the QEstudio core values.
2. Pupils who repeatedly refuse to co-operate with staff who ask them to comply with the uniform rules will receive sanctions in response to a “strike” system:
 - a) 3 logs - a 1 hour lunchtime detention
 - b) 6 logs - a 1 hour after school detention
 - c) 9 logs - a 2 hour after school detention
 - d) 12 logs - a day's isolation
 - e) 15 logs - a day's fixed term exclusion

Appendix 2: Procedures for exclusion

Fixed term exclusion

- a) An exclusion is decided by the Principal or, in her absence, one of the QEstudio directors, in consultation with the Pastoral staff involved. The decision to exclude will be based on all the information available at the time. This will include evidence from statements written by pupils and staff, including eye witnesses' accounts of events outside school.
- b) In some circumstances the pupil may remain in isolation or be placed with a senior member of staff for the remainder of the day. In exceptional circumstances arrangements may be made for a pupil to go home during the school day.
- c) Parents/Guardians are notified of an exclusion by letter sent by first class post immediately after the exclusion has been decided. The Pastoral Lead ensures that a copy of the letter is delivered to the pupil to be taken home. Parents also receive a FAQ document which explains the school's approach and provides reassurance and guidance.
- d) The Pastoral Lead will make every attempt to contact parents by telephone on the day of the exclusion.
- e) The exclusion letter includes:
 - The specific reason for the Principal's decision to exclude and all circumstances relevant to the exclusion, including the steps taken to try to avoid the exclusion.
 - The period of a fixed period exclusion
 - Parents' right to make representations about the exclusion to the governing body; how any representations should be made and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting and to bring a friend.
 - The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so.
 - If applicable, the school days on (or school day from) which the pupil will be provided with alternative suitable full time educational provision and will be required to attend such alternative provision, if the parent is not otherwise notified of this information; separate notification of these details can be sent later if more time is needed by the school or LA to make arrangements
 - The date and arrangements for readmission.
 - Information about work that will be set (for exclusions over 2 days) and arrangements for assessing the work.
 - A link to the statutory guidance on exclusions
 - A link to the Coram Children's Legal Centre
 - Details of how to apply to view the pupil's school file.
- f) Copies of all exclusion letters are sent to the Education Welfare Service and to any other agencies supporting an individual pupil.
- g) The readmission interview is a formal occasion. A parent / guardian will be expected to accompany a pupil returning to school following an exclusion to discuss the matter with a Senior Member of Staff and the Pastoral Lead. If the pupil is already referred to the Education Welfare Service the EWO working with the pupil will be invited to attend the interview. Parents who are unable to attend the interview will be asked to discuss the readmission on an alternative date. A pupil is never refused readmission because a parent does not attend.

- h) Pupils returning to school following an exclusion are expected to give an undertaking that the misbehaviour will not be repeated and that levels of behaviour and good citizenship expected by the school are understood, accepted and to be adhered to. A Readmission Sheet should be completed by the Pastoral Lead giving details of expectations discussed and passed to A L Wilkinson for the Main File.
- i) Support and counselling will be available to pupils from a senior member of staff, Pastoral Lead, Learning Coach, the Learning Support Department, PSA or counsellor.
- j) During the readmission interview it will be made clear to the pupil that returning to school provides an opportunity to make a fresh start. However, this does not necessarily mean the pupil will be allowed to work through all the levels of sanctions again. A change in behaviour will be expected. If a pupil has been involved in persistent poor behaviour a contract may be drawn up or Report Book used to monitor the behaviour of the pupil closely. If the exclusion was for violence or verbal abuse it is explained that any repetition of the offence will result in another, longer exclusion or permanent exclusion. Support mechanisms may need to be put in place.
- k) Details of exclusions are logged and are regularly monitored by the Principal, QEstudio directors and MAT Leadership Team and are given to Governors on a regular basis.
- l) In the event of a fixed-term exclusion being extended a letter is sent to the parents explaining the reasons. Where an exclusion is extended there is a new right for the parent to state their case to the Discipline Committee.

Extending a fixed term exclusion

- a) If the Principal decides to extend the fixed term exclusion or change it to permanent exclusion the parent will be informed in writing, explaining the reasons and providing the parent with information as in other exclusion letters.
- b) The parent will then have a new right to state their case to the Discipline Committee.

Permanent exclusion

- a) Parents are contacted as for a fixed-term exclusion. The letter gives the same details as in section (e) above and also includes:
 - Details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident.
 - Details of procedures following permanent exclusion
 - The parents' right to state their case to the Governors' Discipline Committee and all relevant details and timescales for this procedure.
 - The parents' right to see their child's school record.
 - The name and telephone number of a contact at the LEA who can provide advice.
 - A link to guidance on making a claim of discrimination to the First-tier Tribunal.

Appendix 3: Post 16

The significance of the Sixth Form Contract is emphasised to students wishing to join us in the Sixth Form. In accepting a place in the Sixth Form a student agrees to this contract:

Sixth Form Contract

QEstudio School Values

These are the School Values which QEstudio believe all students should adopt during their time here. These Values along with the aim to provide care, consideration and commitment to all students, help to shape and mould a happy and prosperous working relationship between all members of the QEstudio community.

The core values are:

- Respecting traditions & the past
- Working hard and doing your best
- Being decent to people
- Being friendly, polite and courteous
- Looking out for other people
- Getting involved
- Respecting the environment
- Thinking of others less fortunate
- Encouraging global citizenship
- Understanding life is about more than money or material things

A successful learner at QEstudio

We believe a successful learner is one who:

- has an awareness of the ways in which they learn
- can respond positively to feedback
- has a wide repertoire of learning skills
- can learn alone or with others
- can listen
- can concentrate for a long time
- can use time effectively
- is creative
- enjoys and values learning
- is at ease with doubt
- has appropriate personal goals
- can transfer and build on previous learning

They have the following personal qualities:

- a sense of self-worth and emotional well-being
- open-mindedness
- a willingness to take risks
- a sense of their place in the world
- curiosity
- a desire to question and challenge
- perseverance and a willingness to practise
- a regard for the learning of others

I recognise and support the **QEstudio values** and my position as a role model in the school community. As a member of the Sixth Form at QEstudio, I will take every step to become a successful learner.

Signed:

Expectations in terms of behaviour, uniform, punctuality, attendance and commitment to study are discussed at the interview, emphasised in the Induction programme and made explicit to parents in the documentation we provide. We also monitor this carefully.

In the rare eventuality of a Sixth Form Student's behaviour not being in line with this contract in any of these areas, depending on the nature of the incidents and their willingness to work with us, they would be placing their position at QEstudio in jeopardy. We would consider using the sanctions available for lower school pupils in the first instance but referral to this contract is central to the dialogue we would have with students and parents, including our considerations of Academic Support Programmes, in which we adopt a holistic approach to a young person's development.

We recognise that Post 16 students have chosen to be part of this community understanding our expectations and standards when alternative options with different expectations are available in this area. In most circumstances, if a student does not respond to intervention and support, a mutual agreement that seeking a different institution and/or course would be agreed and we would hope this would be done amicably with supportive discussions and parental involvement. We work on the assumption that students join us in the Sixth Form understanding what is expected and are willing to access support if needed.



Appendix 4: Fair Access Protocol for the Placement of Vulnerable and Hard to Place Pupils

1. Rationale

- 1.1. The School Admissions Code 2014 states all Local Authorities (LAs) **must** operate a Fair Access Protocol (FAP) and all admission authorities **must** participate in order to ensure that unplaced children, especially the most vulnerable are offered places promptly and at a suitable school.
- 1.2. Within Cumbria the FAP for secondary schools will be administered through area Fair Access Panels consisting of representatives from schools and the LA. The panels will take place within Inclusion Panel meetings in each area.
- 1.3. For primary school pupils requiring a place through the FAP the functions of the Fair Access Panel will be undertaken by the LA's School Admissions Team.
- 1.4. The Fair Access Protocol is not applicable to admissions made through the normal admissions round for primary, infant, junior or secondary schools.
- 1.5. Most in year admissions will continue to be processed through the normal admissions process, to which new arrangements have applied from September 2013.

2. Vulnerable and Hard to Place Pupils

- 2.1. This group of pupils do not have a school place and have difficulties securing one. The students will be typically drawn from those pupils:
 - Who have been excluded from other schools for more than 15 days in the last term;
 - Who have been out of education for two months or more;
 - Who attend Pupil Referral Units and need to be reintegrated into mainstream education;
 - Children who are or who have parents who are refugees or asylum seekers;
 - Who are homeless;
 - Who have a history of serious attendance problems i.e. 15% unauthorised absence within the last 6 weeks.
 - Gypsies, Roma or Travellers where there are additional needs;
 - Who are returning from the criminal justice system and need to be reintegrated into mainstream education;
 - Who are carers;
 - Who have unsupportive family backgrounds for whom a place has not been sought;

- With special educational needs, disabilities or medical conditions (but without a statement);
- Young people for whom there are no places available as a result of a shortage of places in the area.
- Year 11 students
- Children on the edge of care. The protocol does not apply to children looked after because they are covered by specific legislation.

3. The Panel

- 3.1. The panel should have senior leadership representation from **all** secondary schools.
- 3.2. The representatives should be nominated by the respective Head Teachers and membership should be rotated to ensure a full attendance at the meetings.
- 3.3. Panel representatives must have the authority of their Head Teacher to make decisions relating to the placement of students at the panel meeting.
- 3.4. The Area Reintegration Coordinator, Children Missing Education Officer, and Inclusion Officer in an advisory capacity.
- 3.5. Other officers/agencies where appropriate e.g. YOS.
- 3.6. The panel should appoint a chair in accordance with local arrangements.
- 3.7. The chairship may be rotated at a frequency determined by the panel.
- 3.8. The meeting will be serviced by the chair's organisation.
- 3.9. The minimum number of panel members to ensure a quorate body is two thirds of the members and the chair.
- 3.10. The referring body should present the FAP case at the panel meeting
- 3.11. The referrer should advise the family of the outcome of the meeting
- 3.12. School Admissions will write to parents advising of the offer a school place following the meeting.

4. Underlying principles

- 4.1. All schools and academies are to participate in this protocol.
- 4.2. Schools, academies and the local authority can refer cases to be considered under the FAP protocol.
- 4.3. Schools and academies wishing to refer an admission request under the FAP protocol should forward a copy of Form SA8 to the appropriate school admissions assistant for their school, setting out the basis for referral in line with the criteria set out in Section 2, above. The LA's Fair Access Coordinator (Access and Inclusion Manager) or Deputy Coordinator (School Admissions Manager) will decide whether the case should be referred to FAP or progressed through the normal in-year process.
- 4.4. If an admission request meets the FAP criteria parents/carers must be advised of the process, their right to pursue a 'normal' application should they so wish, and their right of appeal in accordance with the School Admissions Code.
- 4.5. To ensure consistency, all admission requests that meet the FAP criteria must be referred through the protocol.
- 4.6. Oversubscription in any year group/school and the availability of the admission appeals procedure must not be cited as a reason for exemption from this protocol; where there is a broad consensus that any given school represents the best placement for any FAP case, the school will admit regardless of oversubscription.
- 4.7. Parental viewpoints will be considered by the panel but will not override this protocol.
- 4.8. The pattern of placements will be closely recorded, monitored, and reported as appropriate to the Office for the Schools Adjudicator in the LA's annual report.

- 4.9. No school will be asked to admit a disproportionate number of pupils. No school to become a “receiving school”. Proportionality shall take into account according to the size of school and the ratio of pupils with additional needs
- 4.10. All transactions will be fair and transparent.
- 4.11. Early intervention will be beneficial to both pupils and schools.
- 4.12. The decision to offer a place at a panel will be binding.

5. The Protocol

- 5.1. The referring body will provide the panel with all the relevant information regarding the pupils.
- 5.2. This information should be obtained from a comprehensive list of relevant agencies.
- 5.3. Relevant agencies will be invited to the panel meeting in an advisory role only.
- 5.4. The underlying principles of this protocol will form the basis of the decision making process.
- 5.5. As an outcome of the meeting each pupil will be offered a firm place at school.
- 5.6. No pupil should be without the offer of a school place for more than four weeks unless further assessment of their needs is considered essential.
- 5.7. All relevant admissions request information should be forwarded to the chair as far in advance as possible (ideally 10 days before the meeting). Exceptionally a late referral could be considered provided papers were circulated to the panel no later than three working days prior to a meeting so as not to delay a decision. With the exception of late referrals all paperwork will be circulated with the agenda to members of the panel at least one week before the meeting.
- 5.8. Minutes of the meeting should be circulated to all members of the panel, the referrer and the FAP Co-ordinators.
- 5.9. The Panel should meet at least every six weeks. The dates of the meeting should be agreed on an annual basis.
- 5.10. The School offering a place will contact the family to arrange admission.
- 5.11. The chair must maintain records and be able to account for their responsibilities as outlined in the protocol, including informing the LA of data pertaining to action taken as a result of the protocol.
- 5.12. In cases of normal admission, pupils should be on roll within 5 days of the action being agreed at the panel. In exceptional cases, where assessment is needed this may take longer as agreed with the LA.
- 5.13. In exceptional cases, where the meeting cycle will not allow admissions within timescales, the referring body will refer the exceptional case information to the chair who will circulate to the panel within 24 hours with the reasons. The panel is then required to reply to the chair with their possible action concerning admissions within 48 hours. The chair will inform the referring body of the outcome on the deadline. If no school place is offered the LA will determine provision.

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