



Behaviour for Learning Policy

Policy reviewed: September 2024

Next review: September 2025

Link Manager: Mr M Cook (Deputy Headteacher)

Governor Committee: Standards & Achievements

Principle

As a school we work hard to recognise excellent behaviour and conduct and believe that rewards and recognition are the most effective way to manage behaviour. We know that the majority of our students make the right choices and work hard and we aim to recognise and celebrate this as often as possible. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching, in order to ensure that positive messages and meaningful rewards dominate student culture.

The principle behind our behaviour for learning (BFL) policy is to ensure that Sale High School is a safe and calm environment where students are able to focus on learning. Lessons should be free from disruption and inclusive for all students so that they are able to voice their opinions with confidence.

A disruption free learning environment will allow staff to teach to the best of their ability. This in turn will enable students to maximise their achievement and help them to secure the best grades they can and the brightest future possible.

The BFL policy allows the school to maintain a strong sense of community in line with the Sale High School Values (outlined below) and ensures that there is an ethos of mutual respect. We know that students behave positively when a true partnership exists between school and home and strive to work closely with parents and carers. The policy applies to all students on roll at Sale High School including those on any short and long term alternative placements.

Sale High School Values

Value	What this looks like, what it means...
Aspiration	<i>Think big, always have a growth mindset.</i>
Resilience	<i>Work hard, find solutions, never give up.</i>
Achievement	<i>Fulfil your potential, be prepared for what's next.</i>
Respect	<i>Be kind, consider others at all times.</i>
Diversity	<i>Celebrate difference, value everyone.</i>
Community	<i>Make a positive difference, be proud to belong.</i>

Purpose

This policy outlines what we expect from all students in terms of their conduct and behaviour and it applies to students within core school hours, during pre and post school activities, on school trips and visits, in transit to and from school and at any time when an issue within the community impacts on school life.

All stakeholders including students, parents, carers, staff and governors are aware of the standards of behaviour expected of students and the resultant consequences if the school rules are not adhered to.

The ideas of choice and consequence are central to the school's BFL policy. As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action there is a consequence.

At Sale High School, staff issue consequences, not punishments. Students are in control of their own actions and if they have chosen to act in a certain way the consequence will be issued as a direct result of this choice. These consequences are not open to negotiation or debate. Students who refuse a consequence, can expect to have their consequence escalated. For example, refusing to sit a C3 30 minute detention will result in a student being issued with a C4 60 minute detention.

The School will:

- Ensure staff are committed to working within the school's BFL framework
- Ensure that students understand the school's BFL policy and the consequences that certain choices will result in
- Treat students in a professional manner, applying consequences fairly and consistently
- Work closely with parents and carers to solve any behavioural issues
- Encourage outstanding behaviour and conduct through high expectations and establishing positive relationships with students using recommended techniques such as emotion coaching.
- Praise students for adhering to the school's three simple rules using the school's reward system
- Take any complaint of bullying or unfair treatment seriously
- Ensure consequences are reasonable and proportionate and do not breach any other legislation
- Monitor persistent poor behaviour in line with the school's BFL policy and put appropriate interventions in place
- Take seriously its legal duties under the Equality Act 2010 and in respect of students with SEND
- Follow the school's safeguarding policy when a student's behaviour suggests they may be at risk

School Rules:

At Sale High School we have three rules. We ask that students are:

- Ready
- Respectful
- Safe

These clear and simple rules reflect our expectations of how our students conduct themselves throughout the school day and in the local community.

Examples of how students can adhere to these rules include, but are not limited to:

Ready	Respectful	Safe
<ul style="list-style-type: none"> ✓ Wear correct school uniform at all times and look smart ✓ Attend all lessons and arrive on time ✓ Have all the required books, PE kit, equipment and homework completed ✓ Behave in a way that will make people glad that Sale High School is part of their community both in term times and school holidays 	<ul style="list-style-type: none"> ✓ Respect everyone in the school and treat others as we would wish to be treated ✓ Take personal responsibility for actions and conduct ✓ Listen silently when others are speaking ✓ Have a strong work ethic and work hard ✓ Respect and look after all school and personal property ✓ Put litter in the bins provided 	<ul style="list-style-type: none"> ✓ Walk along corridors sensibly keeping to the left hand side ✓ Report any incidents of bullying or unkind behaviour ✓ Refrain from chewing, or eating in lessons ✓ Drink water but not sugary drinks ✓ Bring healthy snacks into school ✓ Keep mobile phones switched off and at the bottom of their bags at all times during the school day. ✓ Leave valuable items at home

Rewards

Rewards can be gained for effort, respectfulness, being ready to learn and engage, creating a safe environment in school and attendance. Sale High school is committed to ensuring all students are rewarded. Rewards include but aren't limited to:

- ✓ Achievement points for meeting expectations and demonstrating SHS Values
- ✓ Postcards and positive notes home
- ✓ Weekly rewards pyramid
- ✓ Phone calls home
- ✓ Awards evenings
- ✓ Breakfast with the Head Teacher
- ✓ Rewards trips based on qualification criteria

Achievement Points

Meeting AtL Achievement Points will be awards when students meet the following:

1. Turn up to lesson on time and smart
2. Follow staff instructions
3. Do not disrupt learning
4. Work to the best of their ability

The Consequence System

In Class

Consequence 1 (C1) - In lessons where a teacher feels that a student is not behaving in an acceptable manner the student will be discretely but explicitly issued with a C1. This is the first consequence issued as a direct result of a negative behaviour and is a warning that the student needs to modify the way that they are behaving. Examples of behaviours which could result in a C1 being issued include talking, distracting other students and not completing sufficient work.

Consequence 2(C2) - If the student chooses to ignore the C1 warning and does not modify their attitude or behaviour the teacher will issue a C2 - the second consequence, a result of further negative behaviour. At this stage the student will receive their final warning.

Consequence 3 (C3) - Should the student continue to behave in a way that the teacher feels is unacceptable the teacher will issue a C3 - the third consequence. The student will be collected by the member of staff on call and exited to the reset room.

Detentions

C3 Detentions (30 minutes)

Students receiving a C3 will be issued with 30 minute detention on the following day, after school in the dining hall.

The teacher who set the C3 will record on class charts the reason for the detention so parents are able to see and understand the reason. It will take place under the supervision of senior, pastoral and teaching staff.

Whilst we try our best to give parents and carers sufficient notice that a detention has been set, we are not obliged by law and on some rare occasions a 'no notice' detention may be issued. Once a teacher issues a C3 this cannot be changed.

C3 detentions may be issued without a C1, C2 warning for:

- Dangerous or disorderly behaviour
- Repeated defiance or refusal to follow instructions
- Truancy
- Graffiti or damage to school property
- Use of a mobile phone, device or headphones (in conjunction with confiscation)
- Use of foul language

Note: For issues regarding equipment for lessons i.e. Books, PE kit etc.

- All students have been instructed in the first week of term that these are essential items within specific areas.
- The first time a student forgets their equipment they will be issued a C1, on the next occasion they will be issued with a C2 and on the following occasion a C3.

Detention Guidance

- Students will sit the C3 detention the day after it is issued.
- All C3 detentions run from 3:10pm until 3.40pm and students will not be allowed to leave early
- During the detention students will complete a piece of work reflecting on their behaviour and failure to adhere to the school rules
- Should students arrive late they will make the time up at the end of the detention. However, if they are more than fifteen minutes late or are continually late he/she may fail their detention and it will be escalated to a C4 60 minute detention the next day.
- If students talk or display negative behaviour during the detention they will be issued with a warning.
- Should they fail to modify their behaviour they will either remain behind at the end of the session for a minimum of fifteen minutes or fail their detention and complete a C4 60 minute detention the next day.
- Students who do not attend a C3 detention will complete a C4 60 minute detention the next day.
- If a student is absent from school on the day of their detention he/she will attend the detention on their next day in school.

C4 Detention (60 minutes)

- Students who are issued with 2 C3s in one day will be issued with a C4 60 minute detention the next day
- Students who do not attend a C3 detention will complete a C4 60 minute detention the next day.
- Students that do not attend a C4 detention will be placed in isolation the following day and will also complete a detention as part of their day in Isolation.

Late Detention (break time)

- Students that are late to school will be issued with a 20 minute break time detention on the day they are late.
- Students will be informed on arrival where the detention will be held and will be expected to make their own way.
- If a student doesn't attend, this will be escalated to a C3 detention the following day.

Reset Room

- Students who have been issued with a C3 in class will be removed from the lesson and taken to the Reset Room, in order for the lesson to proceed without disruption.
- Whilst in the Reset Room, students will complete a reflection task to understand why their behaviour was unacceptable.
- Following this, students will complete their classwork.
- At the end of the lesson, students will return their work and their reflection task to their classroom teacher to restore their relationship and reset for the next lesson with a fresh start.
- C1, C2, C3 system will be used in the Reset Room to help students adhere to the rules. If a student is issued a C3 in the Reset Room, they will be placed in isolation for the remainder of the school day.
- Students who are removed to the Reset Room twice in one day will be placed in isolation for the remainder of the school day and issued with a C4 60 minute detention.

Isolation

- Students may be placed in Isolation as an alternative to a suspension.
- Isolation provides a space for children to reflect on their behaviour to avoid patterns of behaviour that could lead to a suspension.
- Isolation will be a silent working space, where students have full access to the curriculum they would have had in lessons.
- C1, C2, C3 system will be used in Isolation to help students adhere to the rules. Students issued with a C3 in Isolation will likely be suspended from school and will repeat Isolation on their return.
- We aim to counsel and support students to help them remain within the School's community as well rounded and respectful individuals.
- A reintegration meeting will be held during the isolation period with a trained ELSA to ensure that the student has reflected on their actions and is thoroughly prepared to return to lessons and social time.
- Students who refuse to be placed in IE will receive a suspension.

Defeat Defiance days

- The school will respond to a spike in certain behaviours, or a high level of incidents for a cohort of students, with periodic Defeat Defiance days.
- On these days, an additional Defeat Defiance Room will be staffed by SLT.
- Students may be placed in the Defeat Defiance room at any point during the day.
- Anyone placed in the Defeat Defiance room will be issued a C4 60 minute detention for the next day.
- C1, C2, C3 system will be used in the Defeat Defiance Room to help students adhere to the rules. If a student is issued a C3 in the Defeat Defiance Room, they will be placed in isolation for the remainder of the school day.

Reasonable Adjustments. The school will, whenever possible, make reasonable adjustments to the system for students with additional learning needs. These will be made in line with any support or care plans a student may have.

If students make the right choices they will never be issued with a C3 or an isolation. Students will always have a chance to think about what they have done and acknowledge negative behaviours, considering how they should act differently the next time.

Levels of Intervention to Support Improvements in Behaviour

When deciding on the most appropriate interventions and support strategies, staff will make an informed and professional decision depending on the nature of the offences and will take a holistic approach. Staff will consider the child and their needs first and the data second in line the Sale High School Values and The Equality Act 2010. Behaviour data will show if a student's poor choices of negative behaviour is a wider pastoral issue or a departmental issue. The Headteacher is the only person responsible for making the most difficult decisions such as suspension or permanent exclusion. Deputy Headteachers will make the decision in the Headteacher's absence.

Negative Behaviour Pathway based on student choices	Strategies of Support, Intervention and Consequences
<p style="text-align: center;">Level 1</p> <p>10 to 20 Negative Classcharts Behaviour Points</p>	<ul style="list-style-type: none"> Form tutor to have supportive/coaching discussions daily with students regarding incidents logged.
<p style="text-align: center;">Level 2</p> <p>21 to 30 Negative Classcharts Behaviour Points</p>	<ul style="list-style-type: none"> Form tutor to contact home to discuss a student's conduct and whether the issues are behavioural or organisational (equipment/homework). Parents to support students with organisation.
<p style="text-align: center;">Level 3</p> <p>31 to 50 Negative Classchart Behaviour Points</p> <p style="text-align: center;">Or</p> <p>Two incidents of internal isolation</p>	<ul style="list-style-type: none"> HoY to contact home to inform that the student is on report Student placed on daily report to form tutor (green) for two weeks (completed and formally recorded in Classcharts)
<p style="text-align: center;">Level 4</p> <p>50 to 80 Negative SIMS Behaviour Points</p> <p style="text-align: center;">Or</p> <p>Three incidents of internal isolation</p>	<ul style="list-style-type: none"> Head of Year to contact home to inform parents /carers that the student is on report with them and a meeting to be arranged with parents/ carers. Parental meeting notes recorded, saved and uploaded. Behaviour & Expectations Contract with clear and well communicated targets to the student and their parents and carers. To be uploaded to SIMS/Classcharts. Students placed on daily report to HoY (yellow) for two weeks (completed and formally recorded in Classcharts)
<p style="text-align: center;">Level 5</p> <p>81 to 100 Negative SIMS Behaviour Points</p> <p style="text-align: center;">Or</p> <p>Four incidents of internal isolation</p>	<ul style="list-style-type: none"> Head of Year to contact home to inform parents/ carers that the student is on report again Head of Year to have a Behaviour, Expectations & Progress Improvement Meeting with a member of SLT (AHT / DHT or SLT year link). Level 5 Behaviour & Expectations Contract communicated and signed by the students and their parents/carers. Student one-to-one meeting with behaviour mentor Student on AM/PM report to HoY (yellow) for two weeks (completed formally recorded in Classcharts/SIMS) Possible step-out for persistent or possible Suspension for 'serious breach or persistent

	breaches of the school's behaviour policy' (<i>DfE Guidance</i>)
<p style="text-align: center;">Level 6</p> <p style="text-align: center;">100 to 120 Negative Classcharts Behaviour Points or Five incidents of internal isolation</p>	<ul style="list-style-type: none"> • SLT to contact home to inform parents/carers that the student is on report to SLT • Head of Year and SLT to have a Behaviour, Expectations & Progress Improvement Meeting • Level 6 Behaviour & Expectations Contract communicated and signed by the students and their parents/carers. • Student monitoring with behaviour mentor/coach • Student on Report to SLT (red) for two weeks (formally recorded in Classcharts/SIMS) • Possible Suspension for 'serious breach or persistent breaches of the school's behaviour policy' (<i>DfE Guidance</i>) • Possible Educational Psychologist inclusion • Possible risk assessment surrounding the impact on others • Possible 'Direction off site' / Alternative provision at another school.
<p style="text-align: center;">Level 7</p> <p style="text-align: center;">120+ Negative Classcharts Behaviour Points</p> <p style="text-align: center;">Previous Behaviour, Expectations & Progress Improvement Meetings & Behaviour & Expectations Contracts have been unsuccessful in correcting student choices.</p>	<ul style="list-style-type: none"> • SLT to contact home to inform that home that the student is going to report to SLT and update them about the on decline in progress, standards and wider impact on others • SLT & Principal to have a Behaviour, Expectations & Progress Improvement Meeting • Formal Behaviour Panel arranged with Governors. • The Principal to consider suspension or another alternative provision with a different focus if necessary • Student on AM/PM or hourly report to SLT (red) for two weeks (formally recorded in SIMS) • Possible Permanent Exclusion for 'serious breach or persistent breaches of the school's behaviour policy' (<i>DfE Guidance</i>)

Reports

Students can be placed on three types of report. Green to tutor, Yellow to Heads of Year and Red to SLT. Students placed on report will spend two weeks on report in the first instance. Reports will be graded as Met Expectation (scores 1 and 2) and Not Met Expectation (score 3). Report duration will be extended and then escalated if a student fails to correct their behaviour and improve their choices.

In addition to the schedule above the following instances could trigger a report:

15+ Behaviour Points in a week

Additional Support Measures and Interventions to Improve Behaviour

- Staff or student mentor programme
- Facilitation of restorative justice conversations
- ELSA (Emotional Literacy Support Assistant) intervention
- Access to learning plan
- Pastoral support plan
- School counselling service
- Educational Psychologist (EP) referral if appropriate and agreed with the EP

Type of Disruption

Low Level Disruption

Low level disruption seriously affects the learning of the student disrupting the lesson, the learning of other students and the teacher's ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low Level Disruption, however, this list is not exhaustive.

- Failure to follow instructions first time
- Disrupting teaching and learning - e.g. talking, causing distractions
- Not respecting others or their property – students and staff

Mid Level Disruption

For disruption that has a significant effect on a student's learning and/or safety a C3 or period of time in Isolation may be issued without a C1, C2 or C3 being issued beforehand. This is discretionary and for an incident where it is judged that a more serious consequence is required.

If a student truants a lesson then they will receive at least, an automatic C3.

Students who receive two C3s in the same day will be placed in Isolation for the remainder of the day as a consequence and parents/carers will be notified by the pastoral team.

High Level Disruption and Serious Incidents/Non-Compliance with the School Rules

More serious breaches of the school's behaviour policy may include, but are not limited to:

- Persistent disruption to learning and failure to modify behavior
- Bringing the school into disrepute
- Verbal abuse of staff or students
- Acts of physical aggression or violence towards staff or students

- The use of racist, homophobic or sexual language
- Sexual harassment
- Bullying

For incidents that the school perceives to be of a serious nature, students will be issued with serious sanctions. These can include a period of time in Isolation or a Suspension.

If a suspension has been issued a parental meeting will be arranged to discuss the incident. Following the meeting a reintegration plan will be devised to reduce the risk of repeat behaviours. The plan may include, but is not limited to: Isolation, restorative conversations, access to learning plans, pastoral support plans, report card or sign posting to external agencies.

Students involved in a fight can expect to automatically receive, at a minimum, a suspension. All victims of assault are entitled to make a formal complaint to the Police.

Please remember, the school aims to keep suspensions to a minimum. When issued they are to provide time for students to reflect on their actions. **Suspended students may face a further consequence on their return to school.**

This procedure promotes our drive to improve attendance and inclusion whilst creating an environment for students to learn and teachers to teach. Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.

Step-Outs or Managed Moves

In agreement with other secondary schools, students may be placed on a short-term behaviour placement at other establishments in line with the school's intervention strategy. This is a form of intervention we employ in response to a pupil's persistent disruptive behaviour or for a serious breach of the behaviour policy.

Pupils may also be placed for a longer period of time at another school, as part of a managed move process. This will enable the pupil to have a fresh start in a new school. It can also be a strategy when the young person is likely to be permanently excluded in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Students will adhere to the host schools behaviour procedures and arrive and leave at the host's school times. It is the parent/carers responsibility to arrange appropriate transportation to the host school. Students will be expected to attend in full school uniform.

Governor Behaviour Panels

In some cases, where a student is deemed at risk of exclusion, the student may be asked to attend a behaviour panel meeting along with their parents or carers. The panel will consist of a combination of the following: School Governors, Headteacher, Deputy/Assistant Headteacher, Senior/Head of Year. The student's conduct will be discussed and a support plan with clear actions and strategies put in place.

Suspension and Permanent Exclusion Procedure

A pupil can be suspended or permanently excluded by the Headteacher if there has been a serious breach or persistent breaches of the schools' Behaviour Policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The suspension of a pupil is an extreme sanction and is only administered by the Headteacher or in the absence of the Head teacher whoever is deputising for them. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single academic year).

Suspension, whether fixed-term (usually 1-5 days), or permanent, may be used where a pupil has displayed unacceptable conduct which infringes on that which is deemed to be acceptable in school.

A pupil can be suspended immediately, especially if there is an immediate threat to the safety of others in the school. For a suspension to be issued, evidence is very carefully assessed and collated. Records are kept and an investigation precedes any suspension or exclusion.

- A pupil will be allowed and encouraged to give their account of events.
- The Headteacher will, when establishing facts, apply the standard of proof i.e. 'on the balance of probabilities' the fact is true, rather than the criminal standard.

In the event of a suspension being issued, the pupil's parents/carer will be notified by telephone and then by letter sent by group call. The letter will state the precise period of suspension (and for a permanent exclusion, the fact that it is a permanent exclusion), the reasons for the suspension, the school days on which the parent/carer is required to ensure their child is not present in a public place during school hours, and the right to make representation.

The letter will also contain the date, time of return in the case of a suspension and if the exclusion is permanent, the date it takes effect. All suspensions and permanent exclusions will be treated in the strictest confidence on a 'need to know' basis.

The Governors will be fully informed and involved with these procedures. The Headteacher will inform the Governing Body and LA within one school day of all exclusions longer than five school days, permanent exclusions, and those which would result in a pupil missing a public examination.

It is expected that most suspensions will be of a short (1-5 days), fixed-term nature. Pupils can also be suspended from the school premises at lunchtime. Each lunchtime is counted as one half day absence.

The school is obliged to make sure that the pupil's parents/carers have been fully informed of their duties during the first five days of the suspension. The parents/carers are obliged to ensure that the pupil is not present in public during normal school hours without reasonable justification. Failure to comply with this may lead to the parents/carers being prosecuted.

During any period of suspension, work will be made available for the pupil remotely on satchel one. If this is not possible parents/carers can collect the work from the school or provide an e-mail address for work to be sent to. It is the pupil's responsibility to bring this work back into the school on their return for marking.

Following a suspension, the Head of Year will arrange a reintegration meeting with the parents/carers of the suspended pupil. The pupil will be present for all or part of the meeting and a member of SLT may also be present.

A Pastoral Support Plan or Access to Learning Plan may be offered to help the parents/carers take responsibility for their child. Other required support will be discussed.

The school will be mindful of the Equality Act when making decisions.

If a pupil receives consecutive suspensions, these are regarded as a cumulative period of absence and so if the pupil has more than five consecutive days of suspension, then education will be arranged for the sixth school day, regardless of whether this is as a result of more than one fixed term suspension. If the pupil is excluded permanently then it is

the responsibility of Trafford LA to provide full time education from and including the sixth day.

When a pupil is permanently excluded a Pupil Discipline Committee will take place within 15 working days of the exclusion. During this meeting the Headteacher will present the case for permanent exclusion and the pupil and parents/carers can make their representations. A panel of school Governors will chair the meeting and a Local Authority representative will also be present. The Governors can choose to uphold the exclusion or to overturn the decision.

If a pupil lives outside the LA their 'home' LA will also be informed of the suspension or if a pupil is permanently excluded. There are extensive guidelines from the DfE Statutory Guidance and the guidance from Trafford Authority, which will be adopted during such proceedings.

If a pupil has an Education, Health Care Plan, the local authority must ensure that an appropriate full time placement is identified in consultation with parents/carers.

Fixed term Suspensions may be issued for the following offences (although this list is non-exhaustive and the Principal has the authority to suspend for offences not stated below but deemed of a serious nature):

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| <ul style="list-style-type: none"> • A one-off serious incident of violence or wanton damage • Smoking or possession of cigarettes, e-cigarettes/vaping paraphernalia in or around the school premises • Possession, promotion or use of any non-prescribed drugs, (including before and after school) • Persistent refusal to comply with the school's uniform code • Abuse or serious disrespect shown to teaching and support staff • Continued and persistent breaking of school rules and behaviour policy • Continued and persistent disruption to learning; • Any extreme behaviour at the discretion of the Headteacher • Making attempts to lie and cover up poor choices • Failure to attend IE (internal exclusion) when directed • Non-compliance | <ul style="list-style-type: none"> • Bullying • Racist, sexist, gender, disability, religious and/or physical appearance abuse (protected characteristics) • Theft • Repeatedly disobeying teachers' academic instructions • Misuse of the school's ICT systems and/or equipment • Possession of any banned items • Inappropriate use of social media or online technology such as the filming or sharing of photos or videos that cause humiliation of members of the school community or aggressive acts such as assault or fighting • Violence or assault against another member of the school community • Refusal to comply with internal investigations or withholding the truth during an internal investigation that contributes to wasting staff time • Deliberate and/or persistent failure to comply with health and safety measures and policy • Any action that brings the school in to disrepute in or out of school • Failure to comply with expectations of staff when in isolation or failure and/or unwillingness to improve behaviour/standards when in working in isolation (including non-compliance with expectations when in isolation) • Student can be suspended for poor behaviour that takes place out of school • Any form of harassment towards another student, member of staff or anyone associated with the college including whilst online. (See above for definition section 7) |
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Independent Review Panel

If parents/carers apply for an independent review panel within the legal time frame, Sale High School must arrange for one to take place to review the decision of the governing body not to reinstate a permanently excluded pupil. Any application outside the legal time frame will be rejected by the school.

The school will follow the guidance as set out in the DfE Statutory Guidance, last updated 12th April 2022, on the members and role of the independent review

Any pupil who is permanently excluded will not be removed from the school register until the appeals process has been completed.

Challenging Suspension

You'll get a letter from the school telling you what to do if you disagree with the suspension.

You can ask the school's governing body to overturn the exclusion if either:

- your child has been suspended for more than 5 days
- the suspension means they'll miss a public exam or national curriculum test

If the exclusion is for 5 days or fewer, you can still ask the governors to hear your views but they can't overturn the headteacher's decision.

Challenging permanent exclusion

You'll be invited to a review meeting with the school's governors if your child has been permanently excluded. This will happen within 15 school days.

If the governors don't overturn the exclusion, you can ask for an independent review by your local council. The governors must tell you how to do this.

If your child is still excluded you can ask the [Local Government Ombudsman](#) (or the [Education Funding Agency](#) if the school's an academy or free school) to look at whether your case was handled properly. They can't overturn the exclusion.

Discrimination and other complaints

You can make a claim to a court or a tribunal if you think your child's been [discriminated against](#). You need to do this within 6 months of the exclusion.

Contact the [Equality Advisory Support Service](#) for help and advice.

For more general complaints (eg if you don't want to challenge the exclusion but you're not happy with the way the school handled it), follow the normal [school complaints process](#).

Role of the Governing Body

The Governors will be fully informed and involved with these procedures. The Headteacher will inform the Governing Body and LA within one school day of any permanent exclusions, suspensions longer than five school days or more than 10 lunchtimes in a term, and those which will result in a pupil missing a public examination. The Governing Body has a duty to consider the parents'/carers' representations about a suspension. Annex A of the Dfe's statutory guidance for exclusions will be followed.

Prohibited Items and Substances; Confiscation and Search Guidelines

This guidance relates to the 2018 DFE guidance on Searching, screening and confiscation.

Should students be found with prohibited items they could face permanent exclusion. We have a zero tolerance approach to drugs and weapons being brought into school.

Key Points to Note:

- School staff can search students and their possessions *with their consent* for any item
- The school is not required to inform parents before a search takes place or seek to their consent to search a student
- There is also no legal requirement to inform parents of the outcome of a search, although it is best practice to do so where a prohibited item is found
- Headteachers and staff authorised by the Headteacher have the power to search students or their possessions *without consent* where they suspect the students has a 'prohibited item'

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, vaping machines or items associated with vaping
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to cause an offence
- Chewing gum and unhealthy drinks or snacks
- Lighters/matches
- Surveillance equipment
- Any item/product that requires an age of purchase of 16 years or older
- Any item banned by the school rules/policy that has been named as something that may be searched for

School Guidelines in relation to Drugs/Prohibited Substances

Students found in possession of, supplying or distributing illegal substances face Permanent Exclusion from the school. Pupils will be offered the opportunity to attend sessions with an independent Drugs Counsellor. All students will be referred to the Police to be dealt with under the Misuse of Drugs Act. The Headteacher authorises any staff with the power to search students in line with DFE guidance.

School Guidelines in relation to Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a suspension. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the Police and will be dealt with accordingly.

In law fireworks are classed as firearms. This includes bangers. Sale High School operates a zero tolerance approach in relation to fireworks and serious consequences will be actioned if fireworks are brought onto the school site.

Smoking

Sale High School is a No Smoking Site and as a result operates a strict No Smoking Policy. Students found in possession of cigarettes, e-cigarettes and/or lighters will have the items confiscated and they will not be returned. Detentions, Isolation and in some cases suspensions may be issued where students are caught smoking. Further support is available from the school nurse.

Food and Drink

All unhealthy drinks and snacks are prohibited at the School. Where students are found to be in possession of fizzy and/or high sugar energy drinks and snacks these will be confiscated and not returned. Chewing gum is also banned from the School.

CCTV and Requests for Documentation

The school will not release copies of CCTV footage as this would contravene Child and Data Protection and safeguarding guidelines. Documents containing information which names other students will always be anonymised to protect individuals.

Should a request be made for copies of specific documentation this will incur a charge. This will cover photocopying and administrative costs. Administrative costs will be charged in thirty minute segments based on a half hourly rate for the administrator.

Search and Confiscation Guidelines

- Students can be required to remove outer clothing, including hats, boots, shoes, coats and jackets, gloves and scarves
- The contents of pockets must be produced by the student
- The member of staff carrying out the personal search should be of the same gender as the student involved and there should also be a witness of the same gender
- If, however, a member of staff suspects that serious harm could occur because of something a student has in his or her possession, then an immediate search by a person of the opposite sex and without a witness is permissible
- Staff are protected from liability for damage to, or loss of any confiscated items
- The school is authorised to dispose of confiscated items as it sees fit unless it is an illegal item which should always be handed in to the police
- Any disposal of confiscated goods should be discussed with a member of SLT first
- The school has powers to seize electronic devices without consent and for the person conducting the search to examine any data or files on the device if they think there is good reason to do so
- The school also has powers to erase any data or files found on the device should it suspect that the material has been or could be used to cause harm, disrupt teaching or break school rules

Conduct Outside the School

Teachers may issue positive and negative consequences (including suspension) to students involved in incidents whilst:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some other way being identifiable as a pupil at the school and acting in a way that could: have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or adversely affect the reputation of the school

The school prides itself on being an integral part of the community. It will fully support Police investigations or community incidents and will sanction or reward students appropriately.

The Headteacher can still suspend a pupil if the pupil was outside school and not on school business, if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the school body as a whole.

Parental Meetings

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents and carers sign the **home-school agreement** to indicate that they will respect and support the school's BFL policy and the authority of the school staff. The school may invite parents/carers to attend a meeting with staff to discuss a concern over a student's general behaviour or in relations to a specific incident.

Teachers and pastoral staff are busy throughout the day and as such, appointments must be made in advance. It is not acceptable for parents/carers to arrive at school and request to see a member of staff if a meeting has not been scheduled.

If the meeting is a reintegration meeting following a student being placed in isolation or being issued a suspension, the student will remain in isolation until that meeting has taken place and the issue has been resolved.

The school does not allow parents/carers or third parties to record meetings. Anyone secretly filming or recording a meeting will be banned from the school site with immediate effect.

School staff will only meet with parents/carers who are officially registered on the school system. Parents/carers are entitled to bring a friend or family member to accompany them to the meeting but only registered parents/carers are permitted to participate in the discussions.

When a parent/carer has been banned from the school site due to their previous conduct, an appropriate adult may meet with the school and act as their representative in the meeting. The appropriate adult must be agreed by both parties prior to the meeting taking place.

Uniform and Appearance Requirements

At Sale High School we believe the wearing of uniform helps to create a sense of community and equality amongst students, whilst establishing school as a working environment. In a large school it is also of considerable benefit for security reasons that students should wear uniform.

A uniform removes the distraction which may be caused by an individual's style of dress and allow students to concentrate on learning. Sale High School has unapologetically high expectations of students uniform and appearance.

Sale High School allow a watch and one small sleeper or stud earring in each ear lobe – other than this, the school operates a **zero tolerance** approach to jewellery and body piercings being worn by its students. These items will be confiscated by staff and locked away. Students will be issued with a receipt and a parent or carer must collect the item.

Black school shoes or all black trainers must be worn by students that meet the following guidelines; all black leather, black laces and plain black sole. Trainers not permitted include suede or canvas materials, trainers with egregious soles, patterns or designs, trainers with standout branding, air bubble or reflectors. An acceptable example of trainer include the all black Nike Air Force One. Boots are also not permitted under the school's uniform policy. At times of inclement weather, parents/carers will be alerted to the fact that boots are permitted within a given timescale.

Please refer to the school uniform policy and shoe guidance for further information.

For boys, and girls should they wish, full length tailored trousers are compulsory. Skinny (tight) jeans, track suit or jogging bottoms, culottes, ski-pants, leggings **or tight fitting trousers** are not acceptable and are not part of the school uniform.

Girls who wish to wear skirts should wear them at or just above the knee. Skirts **must not** be rolled up. Students persistently failing to wear skirts correctly will be directed to wear trousers. Those that wish to wear skirts can choose to wear black or navy tights or ankle socks. Knee length or 'over the knee' socks are not permitted.

Students are not permitted to attend school with any form of pattern shaved into their hair or eyebrows, any form of unnatural hair colouring.

Although the school does not operate a 'zero tolerance' approach to students wearing make-up, any foundation should be kept to a natural tone and brightly coloured lipsticks/glosses and eyeliner are not permitted.

The length of a student's nails should be kept to an acceptable minimum in respect of health and safety requirements for practical activities such as PE, art, music, technology. **F a k e a n d / o r** Coloured nail polish/varnish is not permitted. Fake eyelashes of any length are not permitted.

Hoodies, baseball caps, cardigans and non-school colour scarves are prohibited and will be banned. School coats must not be 'jackets' e.g. leather, sweatshirt or denim jackets and should be dark in colour.

Serious and persistent breaches of the school's uniform policy will result in sanctions such as detentions, isolation and in the most extreme cases suspension for continued breaches of the schools behaviour policy in line with DfE guidance.

Mobile Phones and Electronic Devices

Mobile phones, electronic devices and misuse of technology, continues to be one of the leading causes of the most serious of sanctions such as suspensions and permanent exclusions nationally. In line with government guidance, Sale High School wants a culture where students and staff are free from the issues associated with inappropriate use of technology.

If mobile phones or other electronic devices such as tablets, air pods or smart watches are brought into school **they must be switched off and kept out of sight and never seen or never heard**. If used on the school site, a mobile phone or other device will be confiscated and taken to Student Services or the pastoral office. The confiscated item will then be recorded on the student's electronic behaviour log and will be returned at the end of the day to the student in the first instance. Once a decision has been made to confiscate a mobile phone, no negotiation will be entered into. Parents concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any confiscation. We thank parents/carers in advance in supporting the school be a safer 'no phones' site.

Repeated incidents of confiscation will result in the following escalation of consequences :

Number of recorded mobile phone confiscations:	Actions and consequences:
Second offence	<ul style="list-style-type: none"> • Mobile phone will be confiscated and held till the end of the school day. • C3 30min after school detention
Third offence	<ul style="list-style-type: none"> • Mobile phone will be confiscated and held for till the end of the school day.

	<ul style="list-style-type: none"> • The mobile phone needs to be collected by a parent or carer before 4pm on a school day as students services closes at 4pm. • No exceptions will be made to this in order to create a safe culture of 'mobile phones never seen never heard'. • C3 45min after school detention
Fourth offence	<ul style="list-style-type: none"> • Mobile phone will be confiscated and held for till the end of the school day. • The mobile phone needs to be collected by a parent or carer before 4pm on a school day as students services closes at 4pm. • C3 60min after school detention • Parent/carers meeting to discuss an outcome regarding repeated misuse of mobile phones/technology. • If a ban is issued, parents/carers concerned about safety will be advised to buy a low-cost mobile phone and a pay as you go SIM card for the duration of any ban.

Students must store their devices in their school bag – they should not be in a pocket of their blazer. Electronic devices are the responsibility of the student, not the school and the school will not be held financially responsible for any loss of mobile phone/personal items.

If students need to contact home they are able to go to student services or ask their Head of Year. Phone calls made from mobile phones during the school day are strictly prohibited and parents/carers should refrain from contacting students directly and ring the school's main switchboard. This prevents any misunderstanding or miscommunication from taking place.

Evaluation

The following aspects will be regularly analysed in order to inform practice and to develop and refine the BFL policy as appropriate:

- Impact on student attainment, especially underachievers
- Number of students bullied or racially abused
- Percentages of students who receive suspension and permanent exclusions
- Number of positive and negative events in each year group
- Feedback from parents through parents' evening surveys
- Feedback from external agencies, i.e. Connexions, Ofsted, LEA

Teachers' powers to discipline include:

1. The power to impose detention outside school hours
2. The power to issue consequences to students even when they are not at school or in the charge of a member of staff.
3. The power to confiscate student's property
4. The power to screen and search students
5. The power to use reasonable force and other physical contact
6. The power to discipline beyond the school gate

Dealing with allegations of abuse against staff

What legislation does this guidance relate to?

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)
- Section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2010
- The Children Act 2004
- Section 11 of the Children Act 2004 (other agencies).
- Appendix 5 of the 'Working Together to Safeguard Children' document. Published March 2010

Procedures for Dealing with Allegations of Abuse against Teachers and Other Staff

These procedures should be used in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation.

Summary of Process

1. The allegation should be reported to the Headteacher immediately unless that person is the subject of the allegation, in which case it should be reported to the Deputy Headteacher and the Chair of Governors informed.
2. The designated person must then conduct a fair and thorough investigation, making sure that every effort to maintain confidentiality and guard against publicity is made.
3. The parents/carers of any child or children involved and the person who is the subject of the allegations are informed as soon as possible. This may be after consultation with the local authority designated officer.
4. A clear and comprehensive summary of any allegations made, details of how the allegation was followed and resolved, and details of any action taken and decisions reached should be kept.
5. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care, or the police as appropriate, should consider what support the child or children involved may need.
6. Where students are found to have made malicious accusations against staff they may well be referred to children's social care to determine whether the child concerned is in need of services. They are also subject to consequences issued from the school that may include fixed term or permanent exclusion.

Use of reasonable force in school

1. What is reasonable force?

1.1 The term 'reasonable force' covers the broad range of actions that may be used by staff at some point in their career. These actions may involve a degree of physical contact with pupils.

1.2 Force or the physical restraint of a pupil, means to hold back physically or to bring a pupil under reasonable control. This typically follow exhausted attempts to modify behaviour using verbal communication, gestures and reasonable adjustments to environment. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

1.3 'Reasonable in the circumstances' means using no more force than is needed, for no longer than essential to render the situation safe.

1.4 Reasonable force can take several forms:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Guiding a pupil by the arm
- Guiding a pupil away by placing a hand in the centre of the back

1.5 School staff should always try to avoid acting in a way that might cause injury.

2. Who can use reasonable force?

2.1 All members of school staff have a legal power to use reasonable force.

2.2 This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents/ carers accompanying students on a school-organised visit.

2.3 All staff have a duty of care to take the action if needed, to keep pupils, staff and visitors safe.

2.4 As stated by DfE guidance 2013, 'Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" when an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.'

2.5 Senior school leaders should support their staff when they use the power of reasonable force appropriately. Systems should be in place to monitor and review what happened, allowing reasonable adjustments for the pupil to be agreed and enabling the members of staff to act on lessons learnt.

2.6 In severe circumstances, if the situation cannot be dealt with by staff using reasonable force, the police should be contacted.

3. When can reasonable force be used?

3.1 Reasonable force can be used to prevent pupils from hurting themselves or others, including where damaging property or causing disorder could become unsafe.

3.2 In all cases, the minimum amount of force required should be used, for the minimum amount of time needed to make the situation safe.

3.3 The decision to physically intervene or not is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. However, we have a duty of care, in our acts or omissions, to keep pupils and staff safe.

3.4 Schools can use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit where the behaviour is jeopardising safety;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Restrain a pupil at risk of harming themselves through physical outbursts

3.5 Schools cannot:

- Use force as a punishment. It is always unlawful to use force as a punishment

4. Powers to search without consent

4.1 In addition to the general use of reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances, to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that has been, or is likely to be used, to commit an offence, cause personal injury or damage to property.

4.2 Force cannot be used to search for items banned under the school rules that are not also included above.

5. Pupils with Special Educational Needs and Disabilities

5.1 Staff must always be aware of the reasonable force adjustments that need to be made for pupils with Special Educational Needs and/ or needs related to other Disabilities. Where this is necessary, the Inclusion Leader/ SENDCO will support the staff to identify the adjustments required.

5.2 The Inclusion Leader/ SENDCO will complete individual risk assessments and behaviour support plans for students where it is known that challenging behaviour may, as a last resort, requiring a degree of restrictive physical intervention in order to keep everyone safe.

5.3 Parents and carers must be kept fully informed and involved with the behaviour support plan and any reasonable force adjustments that need to be made for their child.

5.4 Staff will always make decisions and take into consideration its Public Sector Equality Duty in line with the Equality Act 2010.

6. Recording, Reporting and Monitoring

6.1 After incidents in which physical intervention is used, staff should report and record the matter in accordance with school procedure.

6.2 All incidents requiring the use of physical intervention should be thoroughly and systematically documented within school records such as logs, electronic systems or incidents books.

6.3 Use of physical intervention in school should be monitored in order to help staff learn from experience, promote the well-being of children and their care, and provide a basis for appropriate support.

6.4 Monitoring information should be reported on a regular basis to senior leaders and recorded on CPOMS.

6.5 Staff and the pupil involved should be offered an appropriate debrief after any restrictive physical interventions, at a time most beneficial to support the individuals.

6.6 All behaviour support plans should contain a restraint reduction plan, which will be reviewed after any restrictive physical intervention.

7. Informing Parents/ Carers

7.1 Schools do not require parental consent to use reasonable force on a pupil. However, the most effective behaviour support plans are those which are shared with parents/carers to help foster a consistent approach.

7.2 Parents/ Carers will be informed on the same day of an incident.

7.3 After any restrictive physical interventions that involve an element of compromising breathing e.g. a hold constricting the waist, chest, neck or face; a pupil's health will need to be monitored for 48hrs.

8. Managing Complaints

8.1 All complaints about the use of force should be thoroughly, promptly and appropriately investigated.

8.2 In the event of a complaint being received by a school in relation to the use of force by staff, the matter will be dealt with in accordance with agreed procedures for handling allegations against members of staff.

8.3 Suspension must not be an automatic response when a member of staff has been accused of using excessive force (please see section 2.4 above). Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" when an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

9. Physical contact with pupils other than reasonable force

9.1 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and appropriate.

9.2 Examples of where touching a pupil might be proper or necessary:

- Holding the hand of a child at the front/ back of the line when going to assembly or when walking together around school (if appropriate to the age of the pupil)
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid;
- Supporting personal care needs;
- Supporting certain medical procedures;
- To maintain postural care e.g. positioning a child in a wheelchair or standing frame.

Appendix 1

Pupil Disciplinary Panel Procedure

Pupil Discipline Committee

PROTOCOL FOR THE GOVERNING BOARD TO REVIEW A PERMANENT EXCLUSION / SUSPENSIONS (AT REQUEST OF PARENTS)

Remit

1. The Governing Board delegates authority to the Pupil Discipline Committee for meeting the following obligations:
 - 1.1 To consider and decide on reinstatement for suspensions of 5 days or less when representations are received from parents (or where the Board direct review is necessary).
 - 1.2 To consider and decide on reinstatement in the case of suspensions totalling more than 5 but not more than 15 school days in one term when representations are received from parents (or where the Board direct review is necessary). *Meeting to be held between 6th and 50th school day after receiving notice of the exclusion.*
 - 1.3 To consider and decide on reinstatement of a suspended or permanently excluded pupil within 15 days if;
 - the exclusion is permanent
 - the suspension would result in the pupil being out of School for more than 15 school days in one term or
 - it would result in the pupil missing a public examination or national curriculum test.
 - 1.4 To reconsider a decision not to reinstate following a direction of recommendation by an Independent Review Panel.

- 1.5 To ensure that the decision to exclude is in line with the DfE guidance.
- 1.6 To review the School Behaviour and Discipline Policy to ensure any decision to exclude/suspend is in line with the Policy.

Constitution of Pupil Discipline Committee & Process

2. The Committee will be constituted of 3 Governors who are uncompromised.
 - 2.1 The Academy Trust permits meetings to proceed with 2 Governors (if necessary, due to restricted availability of Governors).
 - 2.2 If no Governors are available, a Governor from another local School may be utilised. Similarly, this Board agrees that Governors will, when possible, serve on PDC's for other local Schools/Academies if needed.
3. A pack of documents to support the Headteacher/Principal's decision must be sent, at least 5 days in advance of the meeting, to:
 - Governors who will form the Committee
 - Parents/Carer (and where appropriate Social Worker and Virtual School Head (VSH))
 - Clerk
 - LA Rep

(LA has the right to attend at Maintained Schools; LA may attend if the Academy chose to invite or the Parents request LA to attend) 4. **In advance of the meeting the School will:**

- 4.1 Confirm date and time of the meeting(s) and advise the Clerk (Trust GS).
- 4.2 Source 3 Governors (who are uncompromised and objective, not staff) to constitute the Committee.

Governors should be asked to convene 30-45 mins in advance of the Parents joining for a pre-meeting briefing with the Clerk, this is to re-cap the remit of the panel, clarify procedure and guidance and elect a Chair for the Committee/meeting.

4.3* Invite the LA (if appropriate). If the pupil lives outside of the borough, invite the LA for the School and LA for the student.

4.4* Advise the Parent(s) and student of their right to attend and make representations. Advise them of their right to be accompanied by a friend or representative.

**Except for meetings to reconsider after an IRP, where there is no obligation to invite other Parties.*

4.5 Advise Parents (if appropriate Social Worker/VSH) of:

- a) the date, time and venue for the meeting (remembering to ask Parent(s) to arrive later than the Governors).
 - b) the opportunity (but no obligation) to send documents/information at least 6 days in advance of the meeting so it can be circulated with the School's information 5 days in advance of the meeting.
- 4.5 Prepare the documentation (ensuring that a copy of the letter informing Parents of the Exclusion and the reason is included).
 - 4.6 Send copies of documents to all Parties at least 5-days in advance of the meeting. *(Trust GS recommend use of GovernorHub, School will need to post copy to Parents).*
 - 4.7 Ensure a suitable room is available for the meeting to accommodate all attendees. All parties must be kept separate in advance of the meeting so Rooms will need to be made available accordingly.

5. **Trust GS (Clerk) will:**

- 5.1 Provide Agenda for the meetings (to be distributed with packs).
- 5.2 Provide guidance and a pre-meeting briefing with the Committee.
- 5.3 Meet/discuss procedure with the Head in advance of the meeting.
- 5.4 Greet the Parent(s) in advance of the meeting, explain the role of the Clerk and the procedure for the meeting.
- 5.5 Attend meeting to Clerk (take minutes, advise on procedure, and minute the Committees decision then draft the decision letter to be sent next School day).
- 5.6 Provide Zoom details & Protocol for online meetings (if meetings are to be online).

PROCEDURE FOR THE MEETING

- 6. The Board has agreed a Protocol for Governance meetings to take place online when deemed necessary. With the agreement of all Parties, PDC meetings may be held online (using the Clerk's secure Zoom platform or TEAMS).
- 7. The Committee members will meet 30 mins in advance of the meeting for a Briefing with the Clerk to recap on the remit, clarify procedure and appoint a Chair for the meeting.
- 8. An independent Clerk will be provided by Trust Governor Services. The Clerk plays no part in the decision making but will take minutes to record the proceedings, offer advice on procedure and minute the decision of the Committee.
- 9. The meeting is a **private and confidential** meeting of a Committee of the Governing Board. All parties are advised that there should be no correspondence between Parties in advance of the meeting. Any queries should be directed to the Clerk at Trust GS.

10. Governors may have access to documents via the secure portal and password protected files may be emailed to Parents. Where possible, printed copies of documents will be sent to all parties by the School. At the end of the meeting, any documents used by Governors will be confidentially destroyed. A master copy of all documents will be retained by the School.
11. All parties will be invited to attend the meeting at an appropriate venue OR will be sent Zoom or TEAMS details for the meeting.
12. Parties will be invited to attend/join at appropriate times. The Clerk will greet all Parties in advance of the meeting, ensure all documents have been received and all Parties are clear regarding the procedure.

If the meeting is held online, the Clerk will assign all Parties to separate Breakout Rooms.
14. When all parties are ready, all parties join the meeting together. If an adjournment is necessary, the Clerk will assign each Party to private rooms or Breakout Rooms.
15. At the start of the meeting, the Chair (or Clerk) will explain how the meeting will be run, including the agenda and the use of any relevant Zoom/TEAMS functionality.
16. Statutory procedure, Governance regulations and protocols apply. All meetings must be arranged in consultation with the Clerk.
17. All participants will receive instructions regarding how to access the meeting including where they can access support if they experience difficulty.
18. The Committee will abide by normal rules, procedures, and code of conduct for Governors including giving particular regard to the duty to maintain confidentiality and with due regard to the school's policies relating to data protection and the appropriate use of ICT.
19. Minutes of the meeting will be taken by the Clerk and the meeting should not be recorded by any participant without the approval of the Governing Board (Committee).
20. Chairing of the meeting proceeds as usual. The meeting must remain quorate for any vote to be valid. If any party is unable to participate in the meeting due to technical issues, the meeting will adjourn briefly to address the problem. If it is not possible/practical to continue, the meeting will be adjourned by the Chair and reconvene at the earliest opportunity.
21. Trust GS, the Clerking Service, provide advice on appropriate governance procedure and regulations which continue to apply.
22. Following the meeting, the Headteacher/Principal, Parents and LA Reps will leave the meeting. The Clerk will remain with the Committee to minute the decision.
23. The decision of the Committee will be communicated to the Parents by letter sent the next working day after the meeting.

Appendix 2 – Possible links for support

Where to go for further information

- 1 DfE: Statutory guidance: Working together to safeguard children, 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 2 DfE Behaviour in schools September 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- 3 DfE: Statutory guidance: Keeping children safe in education, September 20223
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023 - statutory guidance for schools and colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)
- 4 DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- 5 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- 6 DfE: Preventing and Tackling Bullying, July 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 7 DfE: Suspension and permanent Exclusion from maintained schools and academies 2023
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension and permanent exclusion guidance May 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf)
- 8 DfE: Teaching Online Safety in Schools, June 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 9 DfE: Relationship Education and Relationship and Sex Education, July 2020
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- 10 DfE: Behaviour and discipline in schools, July 2020
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- 11 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- 12 DfE: Children Missing Education, September 2016 [Now known as Children Absent from education](https://www.gov.uk/government/publications/children-missing-education)
<https://www.gov.uk/government/publications/children-missing-education>
- 13 DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- 14 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 15 UKCIS: Sexting guidance for schools, 2016
<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges> (An updated copy of this guidance is due autumn term 2020)
- 16 UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>
- 17 UKCIS: Education for a connected world, June 2020
<https://www.gov.uk/government/publications/education-for-a-connected-world>
- 18 London Child Protection Procedures, edition 5, 2018 <http://www.londoncp.co.uk/>
- 19 Havering: Online CSE toolkit
<https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx>
- 20 Brook Traffic Light Tool
<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>
- 21 Gov.uk: Equality Act 2010: advice for schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- 22 Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England
<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>
- 23 Key messages from research on children and young people who display harmful sexual behaviour (PDF)
<https://www.csacentre.org.uk/index.cfm/?api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6>
- 24 NPCC- When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When>

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%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf](#)

Acceptance and adoption of this procedures should be recorded in the Minutes of a Board meeting.

For assistance or advice contact Trust GS 0161 348 7188 or clerk@trustgs.co.uk