

# Behaviour Policy

## In Brief

Bournemouth School's Behaviour Policy embodies the core values of; hard work, discipline, smart appearance and respect. Bournemouth School is committed to improving positive outcomes for **all** students and to eliminating any form of discrimination, harassment and/or bullying. Vulnerable students, including looked after children, students with SEN, physical or mental needs, will receive support according to their individual need.

Bournemouth School will record breaches of the Code of Conduct including bullying and discriminatory incidents such as racism, sexism and homophobia. Parents/carers will be informed of such incidents and, if appropriate, the action taken to deal with them.

This policy is complemented by the Exclusions Policy (Appendix 1) and the Drugs Policy (Appendix 2)

## Aims of the Policy

Learning and achievement are at the centre of Bournemouth School. One of the aims of this policy is to provide a framework that enables a secure and purposeful school environment so that all students develop mentally, physically and spiritually as far as they are able.

At Bournemouth School we have the highest expectations in respect to behaviour and respect for others. In order to ensure a consistent and fair approach to behaviour management we expect all members of our school community to communicate effectively and ensure mutual support where necessary. In order to provide clarity regarding behaviour management, a further aim of this policy is to detail our expectations of: students, parents, teachers, tutors and pastoral leaders.

Lessons at Bournemouth School are for learning and not socialising. We expect all students to be fully engaged in their learning and only talking at the direction of the teacher and on the topic they have been asked to discuss. To this end, we will not tolerate off task talk and when the teacher asks for silence, this should happen immediately. Any student who does not follow these expectations is damaging their learning and learning of other students; this will not be tolerated.

In summary we believe:

- positive behaviour is largely a consequence of effective teaching and learning;
- students should be encouraged to be self-disciplined and to form respectful relationships with the rest of the school community;
- students should be safeguarded from bullying, violence, discrimination and any forms of harassment;
- where behaviour falls below our expectations, it should be challenged and punished in a firm, fair and consistent fashion;
- rewards should be used in a fair and consistent fashion to foster and encourage a positive school environment;

- students should complete any tasks reasonably assigned to them in connection with their education;
- appropriate procedures and support are provided for students with additional learning needs.

### **Expectations:**

The Governing Body expects:

- All students to show respect and courtesy towards teachers and support staff and towards each other
- Parents to encourage their children to show respect and to support the school's authority to discipline its students
- The school's Senior Leadership Team to help to create a culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school
- The school's Senior Leadership Team to provide the necessary training for staff to manage behaviour effectively
- That every teacher will be consistent and effective at managing and improving students' behaviour principally through the use of planned teaching resources and methodologies that promote student engagement and enthusiasm
- All adults at Bournemouth School to model the behaviour expected of our young people

### **Students should:**

- Attend school every day unless they are ill
- Be punctual to lessons and tutor time
- Contribute positively to the classroom learning environment, ensuring both themselves and others can make progress
- Have a positive attitude to learning and work hard on all tasks set
- Only talk in lessons when it is at the discretion of the teacher
- Ensure adequate time is spent out of lessons preparing for lessons and assessments
- Be respectful of others and their property
- Wear full school uniform
- Bring the necessary equipment to lessons
- Accept responsibility for their actions
- Uphold the ICT usage agreement and not use a mobile phone in school (unless in Years 12 and 13 when it can be used in designated areas)
- Behave well during their journey to and from school, including on school and public transport
- Uphold the values of the school at all times when they are identifiable as a member of our community, whether before, during or after school, and whether on or off our site

### **Teachers should:**

- Model the behaviour expected from students
- Ensure lessons are prepared in advance and are appropriately challenging
- Follow the procedures set out in this policy for rewarding and sanctioning students
- Praise the behaviour they wish to see
- Establish routines for transitions, rewards and sanctions within lessons
- Understand the needs of the students in their lessons and scaffold appropriately

- Communicate effectively with all colleagues
- Display the 'warn, remove' procedures in their teaching rooms
- Follow the 'warn, remove' procedures when dealing with poor behaviour in lessons
- Follow the instructions contained within the Procedures for Implementing the Behaviour Policy guidance
- Be prompt to their designated duty, and arrange a replacement if they know they are going to be absent
- Stay calm when dealing with behavioural incidents
- Focus on the behaviour and not the individual; avoiding personal comments about students
- Provide feedback to parents about their child's behaviour (positive and negative)
- Encourage orderly behaviour in the school building including the entrance to and exit from lessons

**Heads of Department/Heads of Faculty should:**

- Ensure Schemes of Learning and teaching resources provide the support teachers need to achieve the above expectations
- Monitor the behaviour in their subject area (through learning walks and the use of achievements/referrals in SIMS)
- Ensure the Behaviour and SEND policies are consistently applied
- Ensure that there is a climate of reward and praise in the lessons in their area
- Monitor the work set by absent colleagues
- Support colleagues in adhering to the procedures contained within this policy

**Tutors should:**

- **Follow the guidance set out in the 'Role of the Form Tutor' document (see Appendix 3)**
- Record and monitor the attendance of their tutor group
- Promote positive and supportive relationships within the form
- Ensure that the correct uniform is being worn by their tutees
- Support the school's Behaviour Policy and review achievement/referral points as provided by the PSA
- Communicate regularly with their Head of Year regarding interventions
- Maintain positive communications with parents

**Parents should:**

- Support the school in ensuring students uphold the values of the school at all times when they are identifiable as a member of our community, whether before, during or after school, and whether on or off our site
- Ensure the regular attendance and punctuality of their child
- Encourage their child to bring the correct equipment and to wear full school uniform
- Support and encourage their child to complete the necessary work outside of lessons
- Attend relevant parent and information evenings
- Communicate with the school regarding any circumstances that might affect their child's learning and behaviour

## Expectations of Pastoral Leaders

The pastoral system at Bournemouth School puts the student at the heart of the decision-making process. The house system fosters an immensely powerful and strong sense of community amongst our young people and enables 'all round' the students to be considered and supported. Heads of Year and our SENDCo provide all students within their care with support, encouragement, challenge and guidance in reference to scholastic achievement, appearance, behaviour and welfare.

In supporting their tutors Heads of Year should:

- **Follow the guidance set out in the 'Role of the Head of Year document (see Appendix 4)**
- Meet regularly with their tutor team – weekly briefing
- Liaise and communicate with parents and outside agencies
- Work with the SENDCo and Deputy Headteacher in managing those students with acute needs
- Monitor behaviour data and design subsequent interventions
- Ensure that the school's Behaviour and SEND policies are applied fairly and consistently
- Ensure that there is a climate of reward in their year group
- Organise duty staff on their designated duty day

The SENDCo should:

- Support teachers of SEND students through specific training where necessary
- Ensure a collaborative approach to supporting students with their teachers
- Ensure there is a positive culture to learning within the SEND department

The Deputy Headteacher responsible for pastoral care should:

- Lead the implementation of the school's behaviour policy
- Report termly to the Full Governing Body in relation to equal opportunities, attainment, progress, attendance and behaviour
- Oversee the quality assurance of the pastoral system
- Ensure the school regularly communicates with parents/carers
- Ensure that INSET is provided for staff that develops individual needs and supports school priorities
- Ensure a suitable curriculum is in place for all students

## Use of Electronic Devices

For students in Years 7-11 we operate an 'on site out of site' policy at all times which means the following:

- Students are not allowed to use a mobile phone or other electronic device at any time between 08:00 and 15:30 in school.
- Smart watches are banned.
- If a student is caught using an electronic device in school, it will be confiscated and the following procedures implemented:

1 <sup>st</sup> occasion	Device will be returned to students at the end of the day and a warning given.
2 <sup>nd</sup> occasion	Parents will be asked to collect the device.

3 <sup>rd</sup> and subsequent occasions	Parents will be asked to collect the device and the student will hand it in every day at reception for the remainder of the half term.
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For sixth form students, mobile phones and electronic devices can only be used in the following areas at the following times:

Sixth Form Study Centre	At all times
Le Bistro	At all times EXCEPT 10:15 – 10:35 and 12:20 – 13:45
In lessons	When directed to be a teacher for work related tasks only

If an electronic device is confiscated from a sixth form student, we will follow the same procedures we use for students in Years 7 – 11.

### **Procedures to be followed to implement the Policy**

#### **Rewards**

Praise should be central to the way we operate. Rewards should be given as frequently as possible both in and out of lessons.

We have a number of ways to reward students:

#### **a) Achievement Points**

Staff should record achievement points on SIMS for good work and good behaviour. Staff can award up to 5 APs for any single reward. Staff should ensure that APs are given equitably and fairly. Certificates will be awarded based on the following tariff:

#### **Years 7 and 8**

<b>Number of Points</b>	<b>Certificate</b>
30	Tutor
80	Bronze - Tutor
130	Silver – House Leader
180	Gold – Head of Year
230	Platinum – Headteacher
280	Diamond – Chair of Governors

#### **Years 9, 10 and 11**

<b>Number of Points</b>	<b>Certificate</b>
30	Tutor
70	Bronze - Tutor
110	Silver – House Leader
150	Gold – Head of Year

190	Platinum – Headteacher
220	Diamond – Chair of Governors

Sixth Form students are awarded achievement points and behaviour points and celebrated during both year and House assemblies.

### **Contacting Parents**

A phone call home to praise a student is a very effective way of rewarding them and encouraging longer term changes in behaviour.

Similarly, sending a postcard celebrating a student's work is an extremely effective way to communicate praise to parents.

There is an expectation that each teacher sends an email to one person in each class on a half term basis.

### **b) Displaying Work**

Ensuring our classrooms reflect the excellent work of our students is a positive way to praise and reward.

### **c) Celebration Assemblies**

At the end of each half term assemblies will recognise individual and tutor group performance based on behaviour, progress and attendance. House leaders will also nominate House Heroes to be celebrated for their contribution to House events.

### **d) Exceptional Performance**

Staff can award EP certificates for exceptional effort, behaviour, achievement or attainment. Award 5 APs using the 'Exceptional Performance' category including reasons why commendation has been awarded. The Headteacher will sign the certificate and the student will collect it from a member of SLT on a Friday morning and their name will appear in the next newsletter.

### **e) Letters of Praise (based on Progress Checks)**

Heads of Year will write home to congratulate a selection of students based on their reports. This will include both effort and progress.

Scholar Award: Heads of Department will identify students to celebrate each term (one student per subject per year group).

### **f) Prefect Lunch**

Each term sixth form prefects are invited to a lunch in recognition of their contribution to the leadership of the school.

### **Hierarchy of Rewards (Guidance only)**

<b>Stage</b>	<b>Examples</b>	<b>Reward Examples</b>
<b>Stage 1</b> (For frequent use)	Improved presentation Good class work	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Achievement Points</li> <li>• Display of work in classroom</li> </ul>

	Improved attitude Respect / care shown for others Sustained effort in class Good attendance Commitment to learning (in lessons and/or at home)	
<b>Stage 2</b> (For use over a series of lessons)	Excellent classwork Excellent commitment to learning Help at school events Attendance over half a term has been excellent	<ul style="list-style-type: none"> <li>• Positive phone call home</li> <li>• Display of work in corridors</li> <li>• Emails home</li> <li>• Head of Department recognition letter</li> <li>• Achievement Points</li> </ul>
<b>Stage 3</b> (For use termly or for a significant event / contribution)	Consistent effort or achievement over a term Very good report Serving the school community	<ul style="list-style-type: none"> <li>• Exceptional Performance</li> <li>• Head of Year letter</li> <li>• Certificates</li> <li>• Display of work in reception</li> <li>• Scholar Award</li> </ul>

Teachers are encouraged to award 3 APs on SIMs as the comment included will automatically be sent to parents.

### Classroom Behaviour

The expectation is that students only talk in lessons when directed to by the teacher; all talk in lessons should be related to students' learning.

Classroom Rules:

- Students will have the necessary equipment out ready to learn at the start of every lesson.
- Students only talk when directed to by the teacher.
- Classroom talk is related to learning.
- Students can remove jackets in lessons.
- Students are not permitted to go to the toilet during lesson unless they have an exit card. In the rare occasions where a student can't wait, they can ask the teacher to request On Patrol staff who will escort them.
- Water bottles are kept in bags; if students need a drink of water, they should take a drink and return the bottle to their bag.
- Mobile phones are not used in classrooms (except under the direction of the teacher in sixth form lessons).
- Students leave the classroom in an orderly manner following the uniform code.
- Students comply with teachers' expectations e.g. to complete work.

### Sanctions – Managing Behaviour

All staff have the responsibility to follow the '**warn, remove**' process for managing behaviour.

#### 'Warn, Remove'

Warn – this is a yellow card; ensure the student has been given a warning for the misbehaviour and they are aware why; the warning should be recorded in SIMs.

Remove – this is a red card; use the on-patrol system to remove the student from the lesson.

Behaviour points will be given for behavioural transgression and should be recorded on SIMs; if a student is given a warning, this should be recorded on SIMs. However, it must be clear to the student that the behaviour point has been given, and what behaviour resulted in that action.

It is vital that we remember the awarding of behavioural points will not change the behaviour of the students. The restorative actions of staff through individual conversations with students and discussions with parents are always the most effective ways of changing behaviour and will take place when a student is removed more than once from the same lesson.

Where a student is removed from a lesson the following procedure should be used:

- Teacher alerts front office by sending another student
- Front office to radio on patrol; member of staff
- Student removed and taken to the Reset Room
- Teacher completes referral on SIMS using the 'ACTION TAKEN' drop down menu and informs the Head of Department of the incident
- The Head of Department oversees contact with parents and restorative meeting if needed.
- Letter/phone call home
- The student remains in the Reset Room as follows depending on which lesson they are removed:

	Day 1										Day 2									
	am	1	2	Break	3	4	pm	Lunch	5	6	am	1	2	Break	3	4	pm	lunch	5	6
1																				
2																				
3																				
4																				
5																				
6																				

Should there be a significant disruption to learning, a student may be removed without following all the stage above.

### Hierarchy of Sanctions (Guidance only)

Stage	Example behaviour	Example responses
1 behaviour point	Warning in lesson Lateness Failure to bring equipment Uniform infringement Rudeness to peers Lack of commitment in lessons and/or at home	Verbal warning Lunchtime detention Tutor report
<b>Stage 2</b> 2 behaviour points	Persistent uniform issues Continued lack of commitment in lessons and/or at home Failure to attend detention Aggressive behaviour / intimidation Lack of respect for property (graffiti) Removal from lesson	Head of Department / Tutor report Success Club Attendance / punctuality report Contact with parents After school detention Community service



<p><b>Stage 3</b> 5 behaviour points</p>	<p>Truancy Persistent disruption of learning and removal from lesson Repeated truancy Smoking Posting inappropriate images/comments on social media</p>	<p>Isolation Parents notified Suspension Parents invited in for formal meeting Saturday detention Behaviour / attendance contracts Head of Year / SLT report Referral to outside agencies.</p>
<p><b>Stage 4</b> 5-10 behaviour points (if not permanently excluded)</p>	<p>Persistent infringement of school rules Threatening behaviour Fighting Swearing at staff Contravening our Drugs Policy (Appendix 2) Possession of dangerous items</p>	<p>Suspension Isolation Bournemouth School Support Plan or Pastoral Support Plan Formal meeting with Governors Referral to Police or relevant agency Permanent exclusion may be appropriate for a serious one-off offence (such as contravening our Drugs Policy) or an accumulation of more minor incidents linked to a 'trigger' incident. Directed to alternative provision</p>

Incidents involving the inappropriate use of social media will be referred to the police where appropriate.

## **Behaviour in Form Rooms**

### **Year 7 – 11**

- Students are only allowed in form rooms from 8am in the morning, at breaktime and during a wet lunch.
- Eating is not permitted in form rooms.
- The use of school equipment such as projectors and speakers is not permitted.
- Only members of their tutor group should use the form room.
- Mobile phones are banned.

### **Year 12 – 13**

- Students are only allowed in form rooms from 8am.
- Eating is not permitted in form rooms.
- The use of school equipment such as projectors and speakers is not permitted
- Only members of their house should use the form room
- Mobile phones are banned.

In the event of a 'wet break' duty staff will patrol the building to ensure form rooms are being used appropriately. Students should not be in the Copse during inclement weather as the ground becomes slippery; students will be notified when the Copse is closed.

### **Lunchtime supervision**

Each Head of Year is in charge of duties for a specific day. They should check staff are in position and ensure cover has been arranged for absent staff. At lunchtime, students are either in Le Bistro or old gym OR outside at the SDE area when it is dry / their own tutor room if it is wet.

### **Behaviour in the Copse**

Behaviour in the Copse should be the same as in other parts of the school and students should be mindful of our neighbours.

### **Behaviour outside of School**

The school may enforce sanctions following bad behaviour outside of school. This would apply where the student is:

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

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

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

Where a student is punished for non-criminal behaviour outside of school, the nature and severity of the punishment will be in accordance to the impact of the student's behaviour on other individuals, property and reputation of the school.

### **Procedures for implementing sanctions**

#### *Reset Room Detention*

Students who are persistently misbehaving (for example, persistently late for lessons, in the incorrect uniform, being rude to any member of staff, or behaving poorly around the school site) may be placed in the Reset Room during lunchtime. Students will be escorted to the room at the beginning of lunchtime by the member of staff who has identified the misbehaviour. The member of staff will record the incident on SIMS. The student will be supervised for the remainder of the lunchtime by senior staff (students will be given the opportunity to buy lunch in Le Bistro.)

#### *Community Service*

Where a student is issued with community service this will take place at lunchtime and last **20 minutes**. Activities may include keeping the canteen tidy, litter picking on the field (using a picker stick) or tidying classrooms.

#### *After School Detention*

These are detentions set by Heads of Department, Heads of Year or other members of the Leadership Team and are for behaviour infringements.

The detention starts at 3.40pm, lasts for **1 hour** and takes place in the Reset Room on a Tuesday afternoon.

Suitable work should be set for the student which may include reflection activities.

The setting of the detention will trigger a letter to be sent home through the PSA.

Failure to attend this detention with no reasonable explanation may result in the sanction being escalated to a Saturday Detention.

### *Saturday Detention*

Saturday Detentions are set in consultation with the Senior Leadership Team. The setting of the detention will be communicated by letter and a telephone call; usually from the Head of Year.

The Saturday detention runs once per half term, starting at **9am** and finishing at **12pm**.

Suitable work should be set for the student by the Head of Year which may include reflection activities but should not be work intended as homework.

### *Internal Isolation*

Internal isolation is a sanction that should be imposed in consultation with the Senior Leadership Team and takes place in the Reset Room.

Work will be collated by the PSA to follow the same pattern as the student's timetable on the day of isolation. Where appropriate students may be required to complete different activities to support progress in specific subjects.

Students are expected to bring a packed lunch which they eat in the Reset Room.

The isolation must be investigated using the appropriate paper work and should be recorded on SIMS and communication home will usually be through a telephone call from the Head of Year supported by a letter detailing the reason(s) for the isolation.

### *Suspensions and Permanent Exclusions*

The procedure for excluding a student is detailed in the Exclusions Policy (Appendix 1).

### **Student Reports**

Students may be placed on report to monitor their behaviour over a period of time, usually two weeks.

Tutor Report	Monitored by the tutor on a daily basis. Completed report sheet sent home to parents.  Poor performance on a tutor report may result in an extension to the report or escalation to Head of Year report.
Department Report	Departments may place a student on report where behaviour in their subject is a particular concern.

Head of Year Report	<p>Monitored by the Head of Year on a daily basis. Completed report sent home to parents. These reports may focus on recognising positive behaviours.</p> <p>Poor performance on a Head of Year report may result in a day in internal isolation, extension to the report or escalation to Senior Leadership Team report.</p>
SLT Report	<p>Monitored by a member of the Senior Leadership Team. Students may have an immediate detention imposed for poor behaviour whilst on SLT report (this will be agreed with parents beforehand). Ongoing poor performance whilst on SLT report may result in a period of internal isolation, suspension, a Bournemouth School Support Plan or Pastoral Report</p>

### **Bournemouth School Support Plan and Pastoral Support Plan (PSPs)**

This is the procedure to be followed in the event of a student being considered for exclusion from the School. A Pastoral Support Plan (PSP) must be set up for any student who either has a second suspension in a half term which might lead to exclusion or who has been identified as being at risk of failure through disaffection and is thus at risk of exclusion. A PSP is designed to enable students to make a positive contribution to the school community. A PSP is designed to address the specific needs of the student and thus helping them to manage their behaviour more positively. There are two levels of PSP:

- 1) Bournemouth School Support Plan (half a term in length)
- 2) Final PSP – for use in exceptional circumstances where a student is at risk of exclusion. It is likely that the Bournemouth School Support Plan will have failed to achieve the desired results (full term in length)

Identification of students for whom a PSP is needed will usually be through discussions between the tutor, Head of Year, and other relevant staff.

The PSP should:

- Be led by a Head of Year supported by a senior member of staff, a Pastoral Support Assistant and may involve input by a member of the governing body (ideally a representative of the Student Experience Committee)
- Be automatically set up for 'high risk cases'
- Focus on both academic and social needs – it must involve parents and should involve other agencies where necessary
- Have the consent of the student's parent(s) or guardian(s) if possible
- Involve the SENDCo where necessary

The BSSP/PSP should consider:

- Learning difficulties and their impact on behaviour
- The possibility of changing seating arrangements in the classroom, or a teaching set or class
- The possible use of a 'buddy' or mentoring system

- The need for specialist support if necessary (such as Early Help, Inclusion, CAMHs, paediatrician)

The PSP should have a strict time limit and progress should be regularly reviewed. Short-term progress targets should be set, for example at fortnightly intervals, with suitable rewards and/or sanctions. The PSP can be reviewed more frequently if there is a significant behavioural incident/series of incidents that occur before the planned review.

### **Managing Student Transition**

We carefully manage the transition of students as they progress from one-year group to the next and, to a greater extent, from Key Stage to Key Stage.

Prior to students joining us in Year 7 relevant members of staff visit local primary schools to discuss the needs of the new intake. Where students have specific educational needs, this process is led by one of our Assistant Headteacher.

Students who have applied to join us in Year 12 experience an induction day aimed at giving a taste of lessons and expectations at Bournemouth School. Details of induction activities for students once they have joined us can be found on our website.

### **Searching of Students**

The school may confiscate, retain or dispose of a student's property as a punishment so long as it is reasonable in the circumstances (s.94 of the Education and Inspections Act 2006) – see the DfE guidance “Searching, Screening and Confiscation” (July 2022). This may include:

- Jewellery that falls outside of our uniform code
- Mobile device where it is used inappropriately (see Acceptable use of ICT policy)
- Clothing that is not part of our uniform code (hooded jumpers for example)
- Prohibited items such as smoking paraphernalia

The school retains the right to search for prohibited items with or without consent (Section 550ZA (3) of Education Act 1996) – see the DfE guidance “Searching, Screening and Confiscation” (July 2022). This should be done by a member of the Leadership Team with another adult present. Items that are prohibited would include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters and vapes
- 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
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and items that could be illegal will be reported to the police and we will support subsequent action dictated by them.

### **Use of reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom (see *Use of Reasonable Force in Schools*, DfE, 2017).

The Senior Leadership Team may also use such force when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence. Force **cannot** be used to search for other items banned under the school rules.

### **Malicious accusations**

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will at the very least suspend the student concerned. Dependent on the severity of the accusation and the distress caused, the student may be excluded.

### **Links to other policies**

In addition to the policies that are appended, this policy should be read in conjunction with the following school policies and documents:

- **Anti-Bullying Policy**
- **Acceptable use of ICT Policy**
- **Homework and Independent Study Policy**
- **Sixth Form Handbook**
- **Attendance Policy**
- **Child Protection and Safeguarding Policy**
- **SEND Policy**

# Exclusions Policy

*This government supports headteachers in using suspension<sup>1</sup> and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which students can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school.*

"Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement" (2022)<sup>2</sup>

## Introduction

Under the Education and Inspections Act 2006, headteachers must determine measures to be taken with a view to:

- promoting, among students, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students,
- securing that the standard of behaviour of students is acceptable,
- securing that students complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of students.

Suspensions and permanent exclusions can be used to help achieve these aims.

The school's policy and procedures are informed by the DfE publication "*Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement*" (2022)

Suspension and permanent exclusions may only be authorised by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role).

Suspension or permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Student Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Persistent bullying of a fellow student or other member of the school community

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<sup>1</sup> In the DfE guidance and throughout this document, the term suspension is a reference to what is described in the legislation as an exclusion for a fixed period.

<sup>2</sup> The full guidance may be found at [here](#). This document follows the DfE guidance, focusing upon the details most relevant to our setting and the most important aspects for dissemination to the parent body.

- Indecent behaviour
- Damage to property
- Contravening our Drugs Policy (Appendix 2)
- Misuse of other substances
- Theft
- Actual or threatened violence against another student or a member of staff
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

### **General factors the School considers before making a decision to suspend or exclude**

Suspension or exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour, and Equal Opportunities Policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the student did what he is alleged to have done, a suspension or permanent exclusion may be the outcome.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, *i.e.*, 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a student home following a suspension or permanent exclusion.

### **Suspension**

A suspension, where a student is temporarily removed from the school.

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.



A suspension is used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a student that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a student, we will consider whether suspension alone is an effective sanction for the student and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, students still receive their education. We will ensure that work is set and marked for students during the first five school days of a suspension. This may include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to students with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled students during this period.

A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

### **Permanent Exclusion**

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;  
**and**
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

For any permanent exclusion, we will take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a student's social worker) will also be considered.

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. The second is where it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another student or a member of staff
  - Sexual abuse or assault
  - Serious criminal damage to school property
  - Contravening our Drugs Policy (Appendix 2)
  - Possession of an offensive weapon<sup>3</sup> or explosives on school premises or on a school trip

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<sup>3</sup> Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

- Malicious allegations made against a member of staff

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School. If the Headteacher determines that a permanent exclusion is warranted, it is because it is considered that allowing the student to remain in School would **seriously** harm the education or welfare of the student or others in the School.

### **Exercise of discretion**

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

The Headteacher also take the student 's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the student about how their views have been factored into any decision made. Where relevant, the student should be given support to express their view, including through advocates such as parents or, if the student has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider *a)* the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and *b)* whether allowing the student to remain in School would **seriously** harm the education or welfare of the student or others in the School.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Student Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

### **Alternatives to Exclusion**

Alternative strategies to exclusion are included in the Behaviour Policy.

### **Behaviour Outside School**

Students' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Student Behaviour Policy. A student 's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

### **Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the School's published policy on drugs (Appendix 2).

## Following the Decision to Suspend or Exclude

- Following suspension parents are contacted immediately where possible. If a student has a social worker, or if a student is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or Virtual School Headteacher, as applicable.
- After their decision to suspend or exclude, we will provide parents with the following information in writing:
  - the reason(s) for the suspension or permanent exclusion;
  - the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
  - parents' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this;
  - how any representations should be made; and
  - where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a student if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend
- When the decision is taken to suspend or permanently exclude a student the School will notify the local authority, regardless of the length of a suspension.
- Following a suspension, we will support students to reintegrate successfully into school life by designing a reintegration strategy that offers the student a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.
- The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the student's return to school. During a reintegration meeting, we will communicate to the student that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting will include the student's parents. However, it is important to note that a student will not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.
- Where necessary, we will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools' team, to identify if the student has any SEND and/or health needs
- A Pastoral Support Plan (PSP) will be agreed for any student who either has a second suspension in a half term which might lead to exclusion or who has been identified as being at risk of failure through disaffection and is thus at risk of exclusion. This needs to be agreed with the School, student and parents.
- During the course of a suspension where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

The DfE regulations allow the Headteacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year. Procedures are in place to monitor the total number of days within each term for which a student is suspended. The Governors have established arrangements to review promptly all permanent exclusions from the School and all suspensions that would lead to a student being excluded for over 15 days in a school term or missing a public examination. The Governors have established arrangements to review

suspensions which would lead to a student being suspended for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

### **Cancelling Suspensions and Exclusions**

The headteacher may cancel any suspension or exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where a suspension or exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The student should be allowed back into school.

### **Duties under the Equality Act 2010 and Children and Families Act 2014**

Under the Equality Act 2010 (the Equality Act) schools must not discriminate against, harass, or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means that we will have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

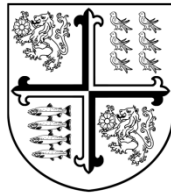
The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to students.

These duties need to be complied with when deciding whether to suspend or exclude a student. We will ensure that any provision, criterion, or practice does not discriminate against students by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a student with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board will also comply with their statutory duties in relation to students with Special Educational Need (SEN) when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for students with SEN and having regard to the Special Educational Need and Disability (SEND) Code of Practice.

### **Monitoring and Evaluation**

Exclusion rates are reported frequently to the Governing Body this policy will be reviewed by the Governing Body alongside the Behaviour Policy.



# Drugs Policy

## (including *Management of a Drug-Related Incident*)

### In Brief

To protect the safety and well-being of all members of the Bournemouth School community, drugs must not be used, possessed, bought, sold, or otherwise obtained on or around the school premises, before, during, or after the school day, during off-site activities and visits, or at any time when identifiable as a member of our community. The policy and procedures apply to all students and all adults working at and for the school. The only exceptions to our **prohibition of drugs** may be made for students and staff to take prescribed medicines, and over the counter medicines such as analgesics, cough remedies, and antihistamines.

At Bournemouth School we believe we have a duty to inform and educate young people about the consequences of drug use and misuse. The School's programme of health education, will seek to:

- enable students to make responsible, healthy, informed choices about the role drugs may play in their lifestyle, by acquiring sound information, exploring attitudes and values;
- to promote the self-esteem and sense of self-worth of every individual student;
- increase awareness and understanding of possible legal, social, economic and health consequences arising from the use and misuse of drugs;
- enable students to identify sources of appropriate support.

These aims will be met through the programmes of study within the taught curriculum, especially within Science, Physical Education, Religious Education and the Personal Development Programme, through the informal curriculum and through extracurricular activities. Where anyone from outside the School contributes to the Schools programme, it will be in accordance with the guidelines of the curriculum.

### Definition

A drug is a substance that affects the way in which the body functions physically, emotionally or mentally. This definition includes illegal substances (as defined in the Misuse of Drugs Act 1971 and related legislation) and also legal substances such as alcohol, tobacco (and associated products such as e-cigarettes), solvents and volatile substances, over the counter and prescription medicines and "legal highs". The proper use of approved medicines is covered by the Medication for Students Policy.

## **Categorisation of Prohibited Substances (and initial response)**

### *Drugs, Classes A, B and C, and “legal highs”*

The Misuse of Drugs Act 1971 divides controlled drugs into three categories, classified according to their perceived degree of harmfulness or danger to the individual and society, with criminal penalties varying accordingly:

- **Class A** – includes ecstasy, LSD, heroin, cocaine, crack cocaine, magic mushrooms. Class B drugs prepared for injection are also included.
- **Class B** – includes amphetamines, cannabis, methylphenidate (Ritalin), Pholcodine.
- **Class C** – includes tranquillisers, some painkillers, Gamma Hydroxybutyrate (GHB) and Ketamine.

Due to the potential affect upon the individual and the school community, in terms of our policies and procedures, so-called “legal highs” will be treated as if they were illegal under the Misuse of Drugs Act 1971.

If a student is discovered possessing, using or dealing any of the above substances, he/she will be referred to a member of the school’s Senior Leadership Team (SLT) immediately.

If a student is deemed to be in danger as a result of substance misuse, the School’s normal emergency first aid response will operate.

### *Alcohol*

The possession and use of alcohol on School premises is prohibited. A student who is believed to be intoxicated will be removed to a quiet room and accompanied by a member of staff at all times. The School’s normal first aid response will operate. The student’s parents will be informed (unless this would jeopardise the student’s safety) and called to the School to collect their child and advised to seek medical advice.

### *Tobacco and associated products (such as e-cigarettes)*

The School operates a no smoking policy at all times throughout the buildings and grounds (this also applies to e-cigarettes). Students are not permitted to bring to school smoking materials, including matches and lighters, or e-cigarettes. Should a student be found in possession of these items, they will be confiscated and parents informed (unless this would jeopardise the student’s safety).

### *Solvents and volatile substances*

The School recognises that many ordinary substances lend themselves to misuse and therefore need to be carefully stored and managed. The Control of Substances Hazardous to Health Regulations (COSHH) will apply to secure storage and safe keeping of solvent substances in School. Students are not permitted to be in possession of volatile substances.

A student who is believed to be intoxicated will be removed to a quiet room and accompanied by a member of staff at all times. The School’s normal first aid response will operate. The student’s parents will be informed (unless this would jeopardise the student’s safety) and called to the School to collect their child and advised to seek medical advice.

## Sanctions

The school has a range of responses to incidents involving illegal drugs, tobacco, alcohol, solvents and other substances. Any response will balance the needs of the individual against those of the wider community and should be determined after a full, careful and documented investigation. In any incident involving prohibited substances, the school will inform the student's parents/carers, unless this would jeopardise the student's safety.

If students are found to be in possession, and/or under the influence of illegal drugs, as defined by The Misuse of Drugs Act 1971, or "legal highs", irrespective of whether for their own use, passing, receiving, buying or selling, the student will be immediately isolated from other students and excluded from School pending further investigation. The police will be informed as a matter of course.

If a young person admits to using or supplying substances off the premises, then the appropriate action is to inform a member of SLT, who will inform the parents and the Police Liaison Officer.

Where it is suspected that substances are being sold on the premises or in the vicinity, details regarding those involved and as much information as possible, will be passed to the police.

The School has a **zero-tolerance** approach to illegal drugs as defined by The Misuse of Drugs Act 1971, and "legal highs". Any student found using, possessing, buying, selling, supplying or under the influence of illegal drugs on or around the school premises, before, during, or after the school day, during off-site activities and visits, or at any time when identifiable as a member of our community will almost certainly be permanently excluded from Bournemouth School. This sanction will also apply to any student complicit in facilitating the use of illegal drugs by others at the School.

Any student caught smoking (or using an e-cigarette) in or around the school site (or anywhere if representing the school and/or when in school uniform) will automatically be given a Saturday detention. Repeat offenders may face a suspension.

The sanctions imposed for the possession and/or use of alcohol or solvents will depend upon the individual circumstances, but the full range of sanctions may be considered.

The sanctions for behaviours related to tobacco and alcohol are different to those for behaviours related to Class A, B and C drugs because tobacco and alcohol are not illegal substances.

## Handling of Non-Prescription Drugs

Bournemouth School follows the DfE guidance in respect of giving non-prescribed medication to students. No medication must be given to any student without the specific written consent of the parent concerned. Even then consideration should be given to the need for the medicine to be taken during School hours – most courses of medication can be taken satisfactorily before and after School and at night. Some older children may also be deemed capable of administering their own medication. Should a student be found to be in possession of a non-prescription drug, the course of action will depend upon the individual circumstances.

## Roles and Responsibilities

The **headteacher** will ensure that:

- the senior leadership team have general responsibility for handling the daily implementation of this policy;
- a planned drug education programme is provided as part of the curriculum, that enhances knowledge and understanding, attitudes and personal and social skills;
- teachers are provided with training and guidance so that they are confident and skilled to teach drug education and to respond to drug-related incidents;
- students are aware of the rules on drugs and of the consequences of breaking them. Clear procedures are in place for responding to drug-related incidents;
- the school actively co-operates with external agencies to deliver its commitment to drugs education.

**All staff** are expected to:

- report incidents of drug misuse to a member of SLT;
- promote positive attitudes towards healthy lifestyles;
- enable young people to identify sources of appropriate personal support.

**All teachers** are expected to:

- implement the drug education programme and attend associated training to increase their understanding of the implications and possible consequences of use and misuse;
- enable students to make healthy, informed choices by increasing knowledge, exploring their own and other people's attitudes and developing and practising personal skills to resist peer group pressure, and help friends and relatives involved in drug misuse;
- provide accurate information about substances;
- widen their own and the students' understanding of related health and social issues, *e.g.* sex and sexuality, crime, HIV and AIDS.

**Students** will be expected to:

- follow the school rules;
- alert the staff to any drug-related incidents on or around the school site.

**Parents** will be encouraged to:

- endorse the school's approach to drugs in school;
- work in partnership with the school to overcome the misuse of drugs.

The **Governing Body** will ensure that:

- the school does not knowingly allow its premises to be used for the production, consumption or supply of any controlled drug in addition to solvents, alcohol and tobacco;
- the school, parents and external agencies work together to support any student involved in drug abuse;
- the governors' Discipline Committee understands how to deal with drug-related exclusion procedures.



# Management of a Drug-Related Incident

## What constitutes a “Drug Related Incident”

Incidents are likely to involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs. They may include:

- drugs or associated paraphernalia are found on school premises;
- a student is found in possession of drugs or associated paraphernalia;
- a student is found to be supplying drugs on school premises;
- a student, parent/carer or staff member is thought to be under the influence of drugs;
- a staff member has information that the illegitimate sale or supply of drugs is taking place in the local area;
- a student discloses that they or a family member/friend are misusing drugs;
- information received from members of the public, other schools, or other external agencies.

The School recognises that a student’s behaviour may be altered by drugs which are prescribed. In these cases, the School is to be advised as to the likely effects of the drug, and the student’s behaviour is to be closely monitored to see whether they are able to function with a degree of normality within the School community.

## Guidance for staff

Where a student discloses substance misuse to a member of staff, they should inform a member of the school’s Senior Leadership Team (SLT) immediately. The School cannot offer total confidentiality to students, but as far as possible will ensure that the information provided is treated carefully and sensitively.

## Discovery or suspected use of illegal substances

Where staff discover substances, which are suspected to be harmful, illegal or deserving of investigation, they should follow these guidelines:

- a) Remove the substance and record the time, place and circumstances when the substance came into their possession.
- b) Do not investigate the nature of the substance, but do record its approximate size and appearance.
- c) Where possible, have the recordings countersigned by a witness.
- d) Take the substance immediately to a member of the Senior Leadership Team (SLT). Do not keep the substance on your person or in a place of safe keeping.
- e) In the presence of the member of SLT place the substance in a suitable sealed container. Sign and date the package. An official report should be completed, detailing the time, date and circumstances of the findings. See Form at Appendix A “*Record of a Drug Related Incident*”. (The substance will be photographed against a scale).
- f) The member of SLT will inform the parents of the student (unless this would jeopardise the student’s safety).
- g) The member of SLT will inform the Headteacher, and then carry out an investigation of the incident. If the substance is suspected of being illegal, the police will be contacted and may help with identification and give appropriate advice.

- h) In the event of the discovery of any equipment associated with substance use, especially needles and syringes, students should not be allowed to handle such items. The member of SLT must ensure that the materials are placed in a secure and rigid container to await collection by the police and their further recommendations/instructions.

### **Searching and restraining students**

In line with recent legislation we reserve the right to search students if we have reason to believe that they are carrying illegal substances. Similarly, students can expect to be physically restrained if they present a danger to themselves or other members of the community. Searches will be carried out by members of SLT and parents will always be informed when this has happened (unless this would jeopardise the student's safety).

### **Recognising the signs**

These signs are not conclusive proof of drug misuse, but observing a range of them in combination, may point to the need for greater vigilance.

- Changes in attendance, and being unwilling to participate in School activities.
- Decline in performance in School work.
- Poor timekeeping, habitually late or unreliable.
- Excessive borrowing or spending of money.
- Stealing money or goods.
- Unusual outbreaks of temper, marked swings in mood, restlessness or irritability.
- Excessive tiredness without obvious cause.
- No interest in physical appearance.
- Sore or rashes especially on the mouth or nose.
- Lack of appetite.
- Heavy use of scents, colognes, etc. to disguise the smell of drugs.
- Wearing sunglasses at inappropriate times, to hide dilated or constricted pupils.
- Keeping at a distance from other students, away from supervision points.
- Being the subject of rumours about drug taking.
- Stealing which appears to be the work of several individuals rather than one person.
- The use of drug-taking slang.
- Exchanging money or other objects in unusual circumstances.
- Associating briefly with one person who is older and not normally part of the peer group.

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

# Appendix A

## RECORD OF DRUG RELATED INCIDENT

Date of Incident:		Time of incident
Name of student/member of staff:		Form completed by:
Drug involved (if known):		Sample found (delete as necessary): Yes / No
Where retained/destroyed (only retain if intended to hand in to the police as soon as possible after the incident):		
Witnessed by (name & position):		
Brief description of incident:		
First Aid administered (delete as necessary): Yes / No		First Aid administered by (name):
Ambulance called (delete as necessary): Yes / No		Name of person who called ambulance:
Time of call:		
Other action (e.g. parent/carer called, sanctions imposed, police consulted, etc.)		

## The Role of the Form Tutor

### Introduction

The successful Form Tutor is vital to the well-being of both the individual student and the School as a whole. It is with the Form Tutor that the student has the first formal contact every day and usually remains working with the student throughout Years 8-13. The Form Tutor is also part of a year team, working at the direction of the Head of Year, putting into practice the necessary tutor activities. The Form Tutor is the lead professional for all students (unless notified by the Head of Year or SENDCo.) in the tutor group. This implies responsibility for students' uniform, punctuality, attendance, behaviour, well-being and overall progress. Above all, the Form Tutor must promote the School's values and ethos.

### AM Registration

TASK
Be present promptly in tutor time by 8.20am.
Set the 'tone' every day. Praise for students properly prepared. Ensure correct uniform; bags under desks; coats off; phones away; head phones removed; shirts tucked in.
Mark the register accurately each day on time and inform the Head of Year and PSA of any patterns of lateness or repeated incidents of lateness if your actions have failed to solve the issue(s).
Deal with routine administration, e.g. letters to parents/carers, issue examination timetables. To facilitate this, the register tray is to be collected either by the tutor or a nominated tutee every morning.
Monitor standards of uniform/hair, etc. and deal with any infringements including the use of the uniform slip for incorrect uniform.

## PM Registration

TASK
Be present promptly by 12.25pm or 1.20pm.
Set the 'tone' every day. Praise for students properly prepared. Ensure correct uniform; bags under desks; coats off; phones away; head phones removed; shirts tucked in.
Deal with routine administration, e.g. letters to parents/carers, issue examination timetables. To facilitate this, the register tray is to be collected either by the tutor or a nominated tutee every afternoon registration.
Mark the register accurately each day on time and inform the Head of Year and PSA of any patterns of lateness or repeated incidents of lateness if your actions have failed to solve the issue(s).
Follow and deliver the tutor programme effectively according to the published schedule.
Attend assemblies and oversee the tutor group there ensuring their orderly dismissal.
Monitor standards of uniform/hair, etc. and deal with any infringements including the use of the uniform slip for incorrect uniform.

## Every Week

TASK
Attend tutor briefings and ensure any actions are followed.
Inform the Head of Year and PSA about attendance issues if your actions have failed to solve the issue(s).
Check emails (working days only) and respond within 24 hours – this could be a holding email if you need to investigate.
Spend time with students during tutor time checking their learning journals and helping students plan their homework.

## Every Fortnight (full time tutors have two tutor slots per fortnight)

TASK
<p><b>Tutor Period One:</b></p> <p>Ensure each identified student in the tutor group has a regular mentoring slot and the outcomes of these meetings are recorded in SIMS.</p> <p><b>Tutor Period Two:</b></p> <p>Liaise with students and parents/carers regarding concerns about uniform issues, attendance, punctuality or behaviour and to pass on any concerns to the Head of Year and PSA if your actions have failed to resolve the issue(s).</p> <p>Inform the Head of Year and PSA about attendance issues if your actions have failed to solve the issue(s).</p> <p>Liaise between student and teacher if there are any issues in lessons.</p> <p>Monitor achievement points and reward students as appropriate.</p>
<p>Deliver Personal Development lessons (fortnightly) according to the published scheme of learning and to actively engage in developing resources in advance of the delivery of the material (usually through a Year team meeting).</p>

## Every Half-term

TASK
<p>Attend year team meeting.</p>
<p>Update the tutor notice board.</p>
<p>Review and update seating plan for tutor group.</p>
<p>Plan mentoring slots for the half term ahead.</p>

## Every Academic Year

TASK
Summer term - meet with the previous tutor / head of year (if relevant) to receive key information about tutees.
September – ensure notice board is ready.
September - plan mentoring slots and contact with parents for first half term.
Provide an accurate and personalized annual report for each of your tutees.

TASKS FOR SPECIFIC YEAR GROUPS	
Year 7	Attendance and support with transition events; lead their specific role; support with prefect process; meeting with every student during tutor slots by November.
Year 8	Options
Year 9	Transition to GCSE
Year 10	Work experience; year 10 exams and revision
Year 11	GCSEs and exam revision
Sixth Form	Support with UCAS, apprenticeships and next steps; Year 12 exams and A levels

## Conclusion

All such responsibilities as listed above are a means to an end – making every student's journey through Bournemouth School as happy and successful as possible. The Form Tutor's oversight of each student's career is a vital part of this process. The above responsibilities are subject to review and amendment as and when appropriate.

## The Role of the Head of Year

### Introduction

The successful Head of Year is a senior role within Bournemouth School and is essential to the success of the School as they lead both a team of tutors and cohort of students. This involves giving a clear vision and direction for tutor time and Personal Development lessons, identifying key areas for improvement within the year group and planning appropriate actions to meet them. The Head of Year monitors the quality of learning experienced by the year group, liaising with heads of departments and SLT and offering support and guidance where necessary. To ensure they are able to be effective, the Head of Year has support from a Pastoral Support Assistant. The Head of Year must promote the School's values and ethos within their tutor team and their year group.

### Every Day

TASK
Check tutor attendance and speak with anyone covering for an absent tutor where possible.
Monitor tutor time (am and pm) or assembly for compliance and quality of provision. Ensure you are present at the beginning of the assembly to monitor the year group's behaviour on arrival and are present as they leave.
Check emails and respond within 24 hours – this could be a holding email if you need to investigate.
Speak with your PSA – refer to the role of the PSA document.

### Most Days

TASK
Observe and note any day-to-day issues relating to your Key Stage, such as uniform, attendance, general behaviour, health and safety, etc. Determine which aspects require immediate attention and those which can wait.
Check daily HoY behaviour reports, and attendance and punctuality reports. Ensure students pick up their HoY report.
Log and check any pastoral actions in your rolling agenda. (In September this will be information will be incorporated in SIMS).



TASK
Make sure day-to-day requirements are adhered to by all relevant tutors – refer to the role of the tutor document.
Carry out wellbeing checks on tutors and potentially vulnerable pupils.
Update myconcern as appropriate.
Monitor behaviour incidents in SIMS including lesson removals and take appropriate action.
Ensure that all investigations are completed appropriately and presented to SLT with an outcome for confirmation.

## Every Week

TASK
Make sure any enquiries or issues from parents have been addressed – these should be dealt with by the end of the working week. There is no expectation that HoY should be replying to parents' emails over the weekend.
Hold a tutor briefing - email information to absent staff; deal with any staff not attending regularly or persistently late.
Complete the weekly bulletin, including summary information on pupils.
Attend and facilitate relevant meetings e.g. CAMHS, TAFs as and when required
Lead meeting with PSA, record outcomes and actions needed.
Lead your duty day and ensure staff and prefects are in appropriate place at the appropriate time; follow up staff not routinely attending duties or routinely late. (From September each House will have a duty day.)
Review your 'myconcerns' for the week and file them as appropriate.
Ensure paper work has been completed for students in isolation and communication with all parties is appropriate and timely.

## Every Timetable Cycle

TASK
Check and act on weekly behaviour reports for students on HoY report. – contact parents of students on report at the end of the week.
Make sure any plans and resources (e.g. for tutor time Personal Development) are in place and circulated.
Mentoring – checking it is happening and quality assurance to ensure the right students are being mentored and supported.
Update vulnerable list for tutor mentoring; this is likely to include changing the lead professional from the tutor to HoY on occasions and liaising with the SEND team if you feel the lead professional should sit with them.
Produce reports on behaviour and attendance patterns and circulate actions that the tutors (or lead professional) will take.
Prepare for your fortnightly meeting with your line manager.
Undertake Quality Assurance based on your calendar – work scrutiny; student voice; learning walks; observations and record outcomes and actions needed. (Paper work will be provided for this.)

## Every Half-term

TASK
Review your quality assurance for the half term and make an action plan.
Monitor tutor time and Personal Development complying with agreed processes and that curriculum coverage is in place.
Review progress data and take appropriate actions – letters of reward; appropriate actions for those underachieving.
Working with colleagues, consider how well pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are thriving in the curriculum.
Update action plan for students with issues and attendance issues.

## TASK

Set work for students who have a Saturday DT.

## Every Term

### TASK

Lead a Year team meeting which is likely to include:

- Attendance – review students whose absence is less than 90% - what actions have there been? Have they had an impact? Next steps? Review students whose attendance is 90-95% - are any actions needed?
- Behaviour – review students of concern and those on behaviour report. Have actions been successful? Next steps.
- Progress – review students of concern. Have actions been successful? Next steps.
- Discussing the year group's agreed priorities, how they have been put into action, and what impact they've had on pupils' progress.
- Personal Development.
- Reminding staff of relevant deadlines

Prepare a timetable for Personal Development.

Complete the year group section of the newsletter.

Provide the SLT with your learning from your quality assurance, picking out developing trends, key issues and action points.

Review displays in your tutor rooms.

Submit a year group report in preparation for the termly Governors' SEC (Student Experience Committee) meeting focusing on attendance, behavior and progress.

Use your learning from your monitoring to review your development plan and update as appropriate.

Review tutor, personal development and assembly plans and resources for next term.

Coordinate termly reward and other assemblies.

## TASK

Co-ordinate (with tutors) contact with parents of students on a monitoring document and update paperwork.

Lead the distribution of accurate progress trackers for your year group.

## Every Academic Year

### TASK

In the autumn term, share your vision with your tutors and set out expectations.

In the autumn term, analyse summer data. Report to the SLT on patterns that will support improvement, particularly around those underachieving, vulnerable students, those eligible for the pupil premium and those with SEND.

In the summer term, make sure that staff have transition notes if tutors are changing.

In the summer term, distil your learning from your monitoring work through the year to SLT and use this will be used to inform whole-school self-evaluation.

In the autumn term, complete the annual appraisal review for your tutors.

Lead the Parents' Evening for your year group – letters are sent out; key parents have appointments made for them; reminders are sent.

Lead the distribution of accurate annual reports for your year group ensuring tutor reports are individual.

Consult and write your year group development plan.

Take a lead in the appointment of school councillors.

Prepare induction for any new tutors.

Take a lead in preparing enrichment week.

Set up vulnerable mentoring list for tutors for year ahead.

Arrange two mid-term appraisal meetings with tutors and raise any concerns.

## TASKS FOR SPECIFIC HEADS OF YEAR

Year 7	Induction
Year 8	Options
Year 9	Induction to GCSE
Year 10	Work experience; year 10 exams and revision
Year 11	Formal assessments; exam revision; Year 11 last day of teaching
Year 12	Year 12 induction including students new to BS; UCAS; lead senior prefect process
Year 13	UCAS; formal assessments; exam revision; Year 13 last day of teaching

DMR lead House Leaders in their specific role; lead school prefect process

### Conclusion

All such responsibilities as listed above are a means to an end – making every student's journey through Bournemouth School as happy and successful as possible. The Head of Year's oversight of their tutor team and year group are vital in this process. The above responsibilities are subject to review and amendment as and when appropriate.