



## **RAINE'S FOUNDATION SCHOOL**

A Voluntary Aided Church of England School

**Approach Road, London E2 9LY**

Telephone: 020 8981 1231

Fax: 020 8983 0153

Website: [www.rainesfoundation.org.uk](http://www.rainesfoundation.org.uk)

Email: [success@rainefoundation.org.uk](mailto:success@rainefoundation.org.uk)

Twitter: @RainesFDN

Headteacher: Mr Rob Hullett

“Achieving Excellence by Unlocking Potential”

# **Behaviour Policy**

**JUNE 2018**

Date	What changed	Committee Date Approved
7 June 2018	New	
Derivation		
Revision Policy	Yearly	

# Raine's Foundation School

## Behaviour Policy

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### **Section 1: Governing Body Behaviour Principles**

The governing board of Raine's Foundation School believes that Christian values are at the heart of all that the school does. We aim in all branches of school life to imitate the example of Our Lord Jesus Christ in His teaching, His encouragement of others, His formation of community life, and His compassion for those in need.

Principles:

- Everyone has the right to learn and work in a safe environment.
- Everyone has the right to be treated with respect and be free from discrimination.
- All policies should be underpinned by our ethos of inclusion and striving for excellence.
- School rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. Governors recognise that the use of rewards and sanctions must have regard to the individual situation and the individual student and that school staff will use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable students, and offering support as necessary.
- Governors expect all students and parents to cooperate to maintain an orderly climate for learning.
- Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated.
- The Governors expect the Behaviour Policy to set out the school's response to non criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

### **Section 2: Expectations and Policy aims**

We expect:

- all members of the school community to behave respectfully towards one another
- that unacceptable behaviour will always be confronted and that everyone at Raine's Foundation School will feel empowered to challenge anyone behaving in an anti-social manner
- a focus on positive reinforcement
- appropriate respect for authority

The aim of this policy is to:

- enable students to behave well in lessons, around school and in the community
- promote self-discipline, resilience and respect for others
- communicate how a range of rewards and sanctions will be used

### **Section 3: Roles and responsibilities**

#### **Staff**

- All staff must follow the School's Behaviour Policy at all times.
- All staff are expected to intervene whenever they encounter behaviour which merits sanction or praise.
- All staff must record incidents of poor behaviour on SIMS.
- All staff must bring immediately to the attention of the DSL any concerns about potential radicalisation of students or behaviour likely to encourage intolerance.
- Raine's Foundation School has been designed to situate staff where they are most able to observe and impact upon student behaviour. All members of staff must intervene promptly when they encounter poor behaviour.
- All staff are role models who must always set good examples for students in behaviour, punctuality courtesy and attendance.
- Well delivered lessons are key to good student behaviour.
- Lessons at Raine's Foundation School must be thoroughly planned taking into account individual needs.
- All staff must act promptly to report and/or investigate unexplained absence.
- Staff must take every opportunity to reward achievement when deserved and to give Achievement points on SIMS.

#### **Students**

- All students must follow the School's Behaviour Policy at all times.
- Good behaviour will be reinforced through involving students in a variety of student voice activities.
- All students must respect the right of others to form their own views without pressure.

#### **Parents**

- All parents will be expected to sign a Home –School agreement when their child joins the School.
- Parents are expected to work with the school to ensure that their children's behaviour to and from the School is exemplary.
- Parents are expected to take proper notice of communications from the school concerning their child's behaviour and academic progress.
- Parents have an entitlement to be fully informed about and question the School's decisions regarding their child's behaviour. However, we expect parents to accept and support decisions that are made.

## **Section 4: Bullying**

At Raine's Foundation School we commit to promoting the welfare of each and every member of our community and will not tolerate bullying in any form. We strive to ensure an environment where everyone feels supported and confident to report any concerns that they have. In particular, we are aware of the different needs of our students, some of whom are vulnerable and may need additional support for modifying their behaviour. Full details can be found in our Anti Bullying Policy.

## **Section 5: Expectations of students in lessons**

All students in the School are expected to be 'lesson ready' at the beginning of every lesson. The 5 'Lesson Ready' expectations are:

- Be on time, smart and sitting in silence
- Have all equipment and homework
- Follow all instructions the first time
- Be polite and kind to all
- Work hard and help others to learn

These expectations are displayed in each classroom and are referred to and reinforced with students during assemblies and student induction.

## **Section 6: Expectations of students during unstructured time**

During unstructured times a positive and calm environment will be maintained throughout the School. The list below are the School's corridor rules.

- Walk on the left
- Keep Moving
- Keep Quiet
- Walk sensibly

## **Section 7: Mobile Technology**

We recognise that mobile technology is positive but also understand the challenges that it brings. Our school policy is set out below:

- Mobile technology may be brought to school but should not be seen or used in lessons, or on the school premises at any time.

All students have a responsibility to ensure that no digital footage is taken of any member of our school community without permission. Any footage uploaded onto any social media network without permission will be considered with the upmost seriousness and risks disciplinary sanctions.

## **Section 8: Expectations of students outside of school**

We expect students to be the best possible advertisement for the School. We want students at this school to have an outstanding reputation for the way that they behave and treat others.

We have the following expectations in the local area:

- **Walk sensibly and leave promptly:** use the pavements at all times
- **Respect others:** do not gather in groups of more than 5, use inappropriate language or physical contact and do not raise voices above talking volume
- **Respect the property of others:** do not lean on cars or walls, enter private property, drop litter, spit or smoke
- **Follow all instructions the first time**
- **Be outstanding ambassadors for the School:** wear uniform correctly to and from school and be polite, courteous and kind.
- **Ride bikes in line with the law**

## **Section 9: Banned Items**

The following items are banned from the School premises and on school visits:

Weapons – or any object that could be used with the intention of harming another person

Alcohol and/or Drugs

Fireworks

Cigarettes and/or smoking materials

Stink bombs and water bombs

Lighters and matches

Ipods or headphones that are visible

Aerosols

Bandanas

Hooded Sweatshirts

Jewellery (Except Watches)

Make-up

Nail varnish

Chewing gum

Bikes that are not owned by the student eg Santander bikes

Bringing these items onto the School premises will result in immediate confiscation and may lead to a sanction, depending on the nature of the item.

## **Section 10: Systems**

### **Punctuality to lessons**

Students have 3 minutes to walk from one lesson to the next. To help facilitate this there are two bells one at the end of the lesson and a second 3 minutes later. Students who are not in lessons when the second bell rings are late.

### **Sanction for lateness to lessons**

Class teachers must enter a late mark on the register and add the amount of minutes late. At the end of the lesson it is expected that staff keep the students behind to serve a detention for the amount of minutes they were late. It is accepted that this is difficult for periods 1 and 3 however it is expected that this is followed for periods 2, 4 and 5.

### **Warning System (Ready to Learn Protocol)**

Students must arrive at lessons on time and begin the 'starter' task straight away. This helps to make sure that the start of lessons is calm and that students are working from the beginning of the lesson.

If a student is disturbing their learning or the learning of others, they should be given a warning. The following is a framework of suggested language to use when issuing a warning. Although it is not expected that this framework be used exactly staff must ensure that any warning that is issued is given in a non-confrontational manner.

[Student name], you are disturbing your learning by [specific reason for the warning]. You cannot do this because [reason, e.g. it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this so I am giving you a warning. Do you understand?

The student's name with a tick beside it will be written on the board to indicate clearly to the student that they have received a warning, if a board is not available in the room the name should be written on a piece of paper and/or post it note with the student being made aware that this has happened.

If the student repeats the behaviour or a different example of disruptive behaviour, the process will be repeated exactly as above, but with the phrase 'I am giving you a second warning'. Staff must ensure that this second warning is also issued in a non-confrontational manner.

**If a second warning has to be given the class teacher should tell the students to move seats.**

If the student repeats the behaviour or a different example of disruptive behaviour, the process will be repeated and a third warning will be given, this must also be issued in a non-confrontational manner. **If this has to be done a class teacher detention should be administered. In addition to this the incident should also be entered on SIMS as a negative behaviour event.**

If there is further disruption, the student should be referred to the behaviour team via SIMS text, they will then escort the student to the Isolation Room. This should be done by saying the following to a student: [Student name] you have further disturbed learning by [specific reason for the warning]. You cannot do this because [reason]. Unfortunately, you have ignored the three previous warnings I have given you so now I will send a text for the behaviour team to remove you from this lesson. Students who continue to disturb learning in the exit room will be removed to the RIC.

### **Warnings**

Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning.

#### **Warnings given for**

- Low-level disruption
- Calling out

- Off-task chatter
- Talking over a teacher (or after a countdown)
- Distracting others
- Bickering or unkindness
- Rudeness
- Physical contact
- Inappropriate language
- Inappropriate response to a warning
- Refusal to follow instructions immediately
- Shouting
- Refusal to work
- Throwing an object
- Lack of equipment
- Leaving seat without permission
- Chewing gum or eating in class
- Use or sound of mobile phone / headphones
- Damaging equipment or property
- Swinging on chair
- Turning around on seat
- Failing to sit up straight and pay attention

#### **Immediate referral to the Raines Inclusion Centre (RIC)**

- Fighting
- Abusive or offensive language including racist, homophobic or other discriminatory language
- Dangerous or violent behaviour

#### **Section 11: Praise and appreciation**

Students should be praised when they exceed our basic expectations of them. In the classroom, this is done verbally through the use of specific and meaningful praise e.g. 'Well done Zara, your opening paragraph is really creative and uses good vocabulary!' **These students should then be given a positive SIMS entry or a Positive phone call / postcard home.**

Positive SIMS entries will result in half-termly certificates and reward opportunities. There are termly reward opportunities for each year group.

#### **Section 12: Rewards**

At the heart of any behaviour policy has to be a system that recognises, reinforces and rewards positive behaviour and achievement. **At the school we have an achievement point rewards system that is designed to:**

- Motivate and encourage
- Foster the nature of competition between individuals and year groups
- Recognise achievement
- Promote a culture of excellence



**Post-cards** should be sent home by departments and year teams to give specific praise to individual students. Teaching Staff are encouraged to send at least 2 positive postcards home per week. These can be awarded for:

- An outstanding piece of work;
- Excellent attainment;
- Excellent progress;
- Excellent attitude to learning;
- Excellent uniform and equipment where a student has made a significant change to get it right;
- Service to the school community
- Service to the wider community
- Positive Participation in public performances
- Positive participation in school visit
- Representing school at Sport, Debate Mate, etc;
- Extra-Curricular activity

Badges should be awarded to students for outstanding performance in subjects and for sustained participation in extra-curricular activities

Students will be rewarded through certificates, letters home, nominal prizes each term and reward trips. Student raffles will take place every half term for students with 100% attendance, punctuality and zero behaviour points.

Other rewards for exemplary effort and progress are:

- Reward trips
- Pizza Parties
- Positive post cards
- Phone calls home
- Achievement Points
- Queue jump cards
- Gaming Room reward

### **Section 13: Sanctions**

The aim of sanctioning students is to help them change their behaviour and form good habits.

#### **Detentions**

This sanction is used if a student receives a third warning for disruptive behaviour in a lesson, is late to school or any lesson, for not completing homework, for not having the correct equipment or for poor behaviour in the corridors or outside of school. Following the DFE guidance 'Behaviour and Discipline in Schools' (July 2016), <https://www.gov.uk/government/publications/behaviour-and-discipline-in-school>, parental consent or prior notice is not required for detentions however for detentions over 60 mins we will endeavour to contact parents by text message to inform them of the detention.

### **Sanctions for non-compliance with the policy on mobile phones**

If a mobile phone or ear phones are seen at inappropriate times they will be **confiscated** and given to Mrs Deady, where it will be logged in line with the policy.

- Warning 1 – Handed back that day
- Warning 2 – Handed back to parents
- Warning 3 – Kept for a minimum of 1 week
- If the student refuses to hand over an item, staff will escalate this, if the incident is in the classroom this will be referred to the HoD or HoF, if elsewhere it will be referred to the HoL.
- If a member of staff becomes aware that a student has tried to access inappropriate sites via mobile technology they must report it to the DSL immediately.

## **Section 14: Exclusions**

### **Alternatives to exclusion**

The School recognises that exclusion from school is a serious matter. We avoid excluding students where possible and try to achieve the correct balance between the needs of the student and the needs of the School community. In order to keep exclusion rates low, we use several alternatives to exclusion and ensure that there is early intervention with student behaviour.

**RIG:** students who are at serious risk of exclusion and for whom the full range of School interventions may not have been effective will spend a period of time, typically six weeks. This is an off-site provision. Students return from this provision to a supported approach to mainstream lessons.

**Managed Move:** the School participates fully in the managed move process in Tower Hamlets which involves students transferring to another school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the School. The School also receives students under this scheme and has successfully integrated many students on this basis.

**Alternative Provision:** when a student is at serious risk of exclusion or consistently failing to engage with the School, alternative provision is considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time one depending on the needs of the student.

# Formal Warning Protocol

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / BSA	<ul style="list-style-type: none"> <li>SMART Targets discussed &amp; set between HoL / Pupil &amp; Parent/Carer</li> <li>Student placed on a 2 week BSA report with daily 30 minute SLT detentions used as a sanction for a poor report</li> <li>Letter given to Parent/Carer &amp; put on student file/SIM's</li> <li>Re-visit Home School Contract, Code of Conduct &amp; the Raine's Way</li> </ul>	<ul style="list-style-type: none"> <li>Referral to inclusion panel</li> <li>Internal Exclusion</li> <li>LSU Referral</li> <li>Counselling referral</li> <li>CAMHS Referral / Step Forward / Lifeline / Outside Agency referrals</li> <li>Restorative Meeting</li> <li>Health Assessment Referral</li> <li>SEN Referral</li> <li>EWA Referral</li> <li>Greenhouse Mentoring referral</li> </ul>

SECOND FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / BSA	<ul style="list-style-type: none"> <li>SMART Targets discussed &amp; set between HoL / Pupil &amp; Parent/Carer</li> <li>Student placed on a 2 week HoL report with daily 1 hour SLT detentions used as a sanction for a poor report</li> <li>Letter given to Parent/Carer &amp; put on student file/SIM's</li> </ul>	<ul style="list-style-type: none"> <li>Referral to inclusion panel</li> <li>Internal Exclusion</li> <li>LSU Referral</li> <li>Mentoring referral</li> <li>Code of conduct contract/behaviour contract</li> <li>Counselling referral</li> <li>CAMHS Referral / Step Forward / Lifeline / Outside Agency referrals</li> <li>Restorative Meeting</li> <li>Health Assessment Referral</li> <li>SEN Referral</li> <li>EWA Referral</li> <li>Greenhouse Mentoring referral</li> </ul>

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / BSA / Inclusion Manager	<ul style="list-style-type: none"> <li>SMART Targets discussed &amp; set between HoL / Pupil &amp; Parent/Carer</li> <li>LSU Placement 5 days</li> <li>Pastoral Support Programme (PSP) after LSU placement (reviewed after 8 / 12 / 16 week)</li> <li>Student placed on a 2 week Inclusion Manager report</li> </ul>	<ul style="list-style-type: none"> <li>Referral to inclusion panel</li> <li>Internal Exclusion</li> <li>SEN Assessment (to rule out any needs)</li> <li>Behaviour mentoring programme (once a week, 1:1 sessions with BSA for one month)</li> <li>Counselling referral</li> <li>CAMHS Referral / Step Forward / Lifeline / Outside Agency referrals</li> <li>Restorative Meeting</li> <li>Internal Exclusion</li> </ul>

THIRD FORMAL WARNING

	<p>with daily 1 hour SLT detentions used as a sanction for a poor report</p> <ul style="list-style-type: none"> <li>Letter given to Parent/Carer &amp; put on student file/SIM's</li> </ul>	<ul style="list-style-type: none"> <li>Greenhouse Mentoring referral</li> </ul>
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FIFTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / Inclusion Manager	<ul style="list-style-type: none"> <li>SMART Targets discussed &amp; set between HoL / Pupil &amp; Parent/Carer</li> <li>LSU placement (2-4 weeks)</li> <li>Review Pastoral Support Programme (PSP)</li> <li>Inclusion Manager Progress / behaviour report (2,4, or 6 wks) with Saturday detentions</li> <li>Letter given to Parent/Carer &amp; put on student file/SIM's</li> </ul>	<ul style="list-style-type: none"> <li>Referral to inclusion panel</li> <li>Review Pastoral Support Programme (PSP)</li> <li>EHA Referral</li> <li>Internal Exclusion (SLT)</li> <li>Outside Agency Referral</li> <li>SEN Assessment</li> <li>Counselling referral</li> <li>Restorative meeting</li> <li>Greenhouse Mentoring referral</li> </ul>

SIXTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / SLT	<ul style="list-style-type: none"> <li>Formal warning letter to warn Parent/Carer/Pupil that they are in danger of permanent exclusion.</li> <li>LSU Placement (4-6 weeks)</li> <li>PSP Review</li> <li>SLT Progress/Behaviour Report (4-6 weeks) with Saturday detentions</li> </ul>	<ul style="list-style-type: none"> <li>Referral to inclusion panel</li> <li>Fixed term exclusion (5 days minimum)</li> <li>EHA Review</li> <li>Outside Agency Referral</li> <li>Counselling referral</li> <li>Alternative Provision/leap/Local School RIG</li> </ul>

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / SLT	<ul style="list-style-type: none"> <li>Formal warning letter to warn Parent/Carer/Pupil that they are in danger of permanent exclusion.</li> <li>LSU Placement (4-6 weeks)</li> <li>PSP Review</li> <li>SLT Progress/Behaviour Report (4-6 weeks) with Saturday detentions</li> </ul>	<ul style="list-style-type: none"> <li>Referral to inclusion panel</li> <li>Fixed term exclusion (10 days minimum)</li> <li>Managed Move</li> <li>EHA Review</li> <li>Outside Agency Referral</li> <li>Counselling referral</li> <li>Alternative Provision/leap/Local School RIG</li> </ul>

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STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / SLT	<ul style="list-style-type: none"> <li>Formal warning letter to warn Parent/Carer/Pupil that they are in danger of permanent exclusion.</li> <li>Fixed term exclusion (UP TO 15 DAYS)</li> <li>PSP Review</li> </ul>	<ul style="list-style-type: none"> <li>Referral to inclusion panel</li> <li>Managed Move</li> <li>SEN Assessment</li> <li>EHA Review</li> <li>Outside Agency Referral</li> <li>Counselling referral</li> <li>Alternative Provision/leap/Local School RIG</li> </ul>

EIGHTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	POSSIBLE ACTIONS
HoL / Head Teacher	<ul style="list-style-type: none"> <li>Head teachers letter</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusion ( UP TO 15 days)</li> <li>Managed move</li> <li>SEN Assessment</li> <li>EHA/PSP Review</li> <li>Outside Agencies</li> <li>Alternative Provision/leap/Local School RIG</li> </ul>

NINTH FORMAL WARNING

STAFF	COMPULSORY ACTIONS	COMPULSORY ACTIONS
HoL / Head Teacher	<ul style="list-style-type: none"> <li>Contact with LA</li> <li>Head teachers letter</li> </ul>	<ul style="list-style-type: none"> <li>Alternative Provision/leap/Local School RIG</li> <li>Managed move</li> <li>PERMANENT EXCLUSION</li> </ul>

Following the DFE guidance link : <https://www.gov.uk/school-discipline-exclusions>

**The Headteacher or delegated Deputy Headteacher must authorise any exclusion.**

Behaviours which may result in an internal or external fixed term exclusion include:

- Physical assault
- Verbal abuse / threatening behaviour
- Aggressive behaviour
- Swearing
- Homophobic, racist abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon
- Bullying

- Sexual abuse, assault or harassment
- Possession of illicit drugs or alcohol
- Damage to school or personal property
- Theft
- Persistent disruptive behaviour
- Disobedience
- Persistent violation of school rules
- Behaviour outside of school that brings the School's name into disrepute
- Persistent breaches of school rules on appearance (for example, relating to jewellery, bodypiercing, hairstyles etc)
- Other (Includes incidents which are not covered by the categories above, this category should be used sparingly)

**Behaviours which may result in permanent exclusion include:**

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- repeated possession of illicit drugs or alcohol
- supplying an illegal drug
- carrying an offensive weapon
- behavior that threatens the Health & Safety of the school community

**Exclusion should not be used for:**

- Poor academic performance
- Lateness or truancy
- Pregnancy
- Punishing students for the behaviour of their parents, for example where parents refuse, or are unable, to attend a meeting;

**Factors to consider before making a decision to exclude**

Exclusion should not be imposed in the heat of the moment, 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 should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations
- allow the student to give his/her version of events
- check whether the incident may have been provoked, for example by bullying of any kind
- if necessary consult others, but not anyone who may later have a role reviewing the Headteacher's decision, for example, a member of the governors' Discipline Committee.

### **Students with special educational needs (SEN)**

Other than in the most exceptional circumstances, the aim is to avoid permanently excluding students with EHC Plans. For a student with an EHC Plan who is at risk of permanent exclusion, the school should liaise with the LA about initiating an interim annual review of the EHC Plan.

### **Disabled Students**

Schools have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled students by excluding them from school because of their disability. This applies to permanent and fixed-term exclusions. Schools will be required, in disability discrimination claims, to demonstrate that their actions are justified and that there are no reasonable adjustments to their policies and practice they might have made to prevent the incident which led to the exclusion.

### **Race relations**

The amended Race Relations Act 1976 and The Race Relations (Statutory Duties) Order 2001 require schools to take steps to ensure that they will not discriminate against students on racial grounds when making a decision about whether to exclude a student. For example, schools should monitor exclusions by ethnicity to ensure that they do not treat some groups of students more harshly than others. Schools are required to assess whether policies that lead to sanctions, including exclusion, have a disproportionately adverse impact on students from particular racial groups. If adverse impact is identified and this cannot be justified, then the policy should be revised.

### **Children in public care**

Children in public care are especially at risk of low attainment in school. Schools should be especially sensitive to exclusion issues where children in public care are concerned. Schools should try every practicable means to maintain the child in school and should seek LA and other professional advice as appropriate. In cases where a child in public care is excluded, anyone who is seen as a parent will have the right to make representations and to appeal. Even where the Local Authority does not have parental responsibility, the child's social worker should be informed about any exclusion. The designated teacher for looked-after children will be able to advise on the legal status of students in public care in the school.

### **Procedures following permanent exclusion**

In the case of a permanent exclusion, the student remains on the roll of the school until any appeal is determined, the time limit for an appeal has expired without an appeal being brought, or the parent has told the LA that no appeal is to be brought. Again, while the student is on the roll of the school it is the responsibility of the school that his or her education continues but, as in the case of longer fixed-term exclusions, it may be necessary for the school to seek the help of the LA.

Once a permanent exclusion has been endorsed by the Discipline Committee, the LA should arrange to assess the student's needs and how to meet them, including any special educational needs the student may have. Once the student is removed from the roll, the LA is responsible for ensuring that suitable education is made available. This will be the home LA in cases where the school is maintained by a different LA.

### **Young Carers in Education**

Young carers are a vulnerable and disadvantaged group, who often experience difficulties in their education. Without support, they can struggle to attend school and make good progress and a quarter of young carers have said they are bullied because of their caring role.

Identifying and supporting young carers is an effective way of improving the attainment and attendance of this pupil group; who are specifically mentioned in Ofsted and Estyn evaluation

inspection schedules and frequently eligible for free school meals and pupil premium/development grant funding.

### **Section 15: Early Intervention**

The School is committed to providing early intervention to support student behaviour and to ensure that a student is supported in improving their behaviour. We aim to provide interventions as an entitlement to students when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a student may have and we aim to address these as soon as they are identified.

**Reintegration meetings post exclusion:** exclusion is seen as a serious consequence for a student and their education. When a student is excluded from the School, a reintegration meeting always takes place before the student returns. The reintegration meeting is always held with the HoL or a member of SLT present and is seen as an important step in preventing further exclusion. At the reintegration meeting, the student is asked to reflect on the reason for their exclusion and the actions that they and the School need to take in order to prevent it from being repeated. The School will consider all further support needed to support the student, including referrals to external agencies. The student will also spend a period of time on report to support their reintegration.

**External Agencies:** the School engages fully with a range of external agencies to support the needs of students and to help improve their behaviour. Many of these external agencies such as the Child and Adolescent Mental Health Service (CAMHS) and Social Services carry out their work both externally and at the School. We are fully committed to working in partnership with external agencies to provide our students with the highest quality of support possible.

**Counsellors:** The School employs a counsellor to support students and to help address some of the issues underlying poor behaviour. This service is available to all students.

**Schools Officer:** The School has its own School Police Officer who forms good relationships with students by being a visible presence on duty around the School, carries out preventative work with students at risk of offending and attends reintegration meetings for students following exclusion.

### **Section 16: Communication of the Policy**

#### **Staff**

**Training:** All staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains the same and that standards are maintained.

#### **Students**

**Standardised display:** all classrooms display consistent posters to ensure that students are constantly reminded of what is expected.

**Assemblies:** these are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise.



**Home-school agreement:** This is signed by all students before they join the School and reinforces to students and parents key messages about standards of behaviour and items that are banned from the School.

**Parents**

**School Website:** this has a copy of the Behaviour Policy.

**Launch evening** in Sep 2018.

**APPENDICES:**

- Raine's Foundation Home School Agreement

## HOME SCHOOL AGREEMENT

### **We expect students to agree to the following:**

- To attend school every day
- To arrive at school before 8.30am each day
- To follow the rules set out in the Raine's Way at all times
- To leave mobile phones at home or have them switched off and in their school bag
- To represent the school in a positive way when travelling to and from school
- To attend all detentions
- To leave all mobile phones at home or turned off in their school bag
- To wear the correct school uniform at all times
- To have a fully equipped pencil case
- To bring their PE kit for all PE lessons
- To complete all homework and hand it in on time
- To inform staff immediately of any concerns, including bullying

### **We expect parents to agree to the following:**

- To ensure their child's 100% attendance at school
- To ensure that their child arrives at school before 8.30am every day
- To support the school's detention system fully by ensuring that their child attends all detentions, for example:
  - 15/30 minute teacher detentions for not following the Raine's Way
  - 60/90 minute detentions for persistent or serious behaviour concerns
  - 60 minute same day detention for being late to school
  - 2 hour Senior Leadership Team detention for a serious breach of the Raine's Way or failure to attend detentions
  - 2 hour Saturday detention for persistent serious breaches of the Raine's Way or failure to attend detentions
- To ensure that their child maintains the highest standards of behaviour whilst they are in school and on the way to and from school
- To ensure that their child does not get out their mobile phone when they are in school. It will be confiscated if it is seen on the school premises.
- To ensure that their child wears the correct and full school uniform
- To ensure that their child arrives at school with the appropriate books and equipment (this includes a fully equipped pencil case and the correct PE kit)
- To ensure that their child checks Show My Homework daily and completes their homework to the best of their ability. To support students with the completion of all homework.
- To contact the school on the first day of any unexpected absence their child may have. To issue their child with a note when they return to school.
- To not take a holiday from school during term time. All term time holidays will be followed up by the Educational Welfare Service.
- To inform staff promptly of any concerns.

### **At Raine's we agree to provide the following:**

- A broad balanced curriculum, in line with the requirements of the National Curriculum.

- A high standard of teaching and the expectation that all students should achieve results in line with their abilities.
- Continuing support and advice throughout a student's education at the school.
- Regular communication of behaviour concerns.
- A designated Child Protection Officer (Mr Justin Childs).
- Regular opportunities for parents to discuss student progress with their Form Tutor, subject teachers and/or Head of Learning.
- Opportunities to meet staff, to discuss progress. Assessment information sent home on a regular basis.
- Regular written updates on the progress of all students compared to the academic targets that they are given.
- Set challenging targets for students relative to their ability.
- To provide opportunities through a structured Personal, Social and Health Education programme for careers education, acquiring study skills and opportunities to reflect upon making appropriate choices in a range of moral, social and health-related matters.
- Opportunities for students to participate in extra-curricular activities, including lunch-time clubs, sports teams, and educational visits both within the U.K. and abroad.
- The setting and marking of homework on a regular basis.
- Assistance from the school's Special Educational Needs Co-ordinator where a student is deemed to require additional support.
- Trained staff to deal with any medical needs that students may have.

In confirmation of acceptance of this agreement, the below form must be completed and the agreement returned to the school. All home school agreements are kept on file.

Name of Pupil:

Form:

Signature of Pupil:

Date:

Name of person(s) with parental responsibility:

Date:

Signature:

Name:

Signature:

Name:

For Raine's Foundation School:

Signature:

Date: