

Queen Elizabeth's Girls' School

Behaviour Policy

POLICY TITLE:	Behaviour for Learning Policy
STATUS:	Statutory
REVIEWED BY:	Achievement and Behaviour Committee
DATE AGREED BY GOVERNORS:	November 2016
DATE OF NEXT REVIEW:	November 2017

Queen Elizabeth's Girls' School seeks to provide a secure, positive and well-ordered environment where all children can learn. All students have a right to be able to learn and teachers have a right to be able to teach. The rules, rewards and sanctions that support this stance are explicit in this policy. We are proud to be an inclusive school committed to meeting the needs of all of our students while maintaining high standards and ensuring the safety of our learning community. The support systems used for inclusion in our learning environment are also described in this policy.

The **aims** are: -

- To create a safe, healthy and orderly learning environment
- To promote equality of opportunity
- To enable all students to fully develop their individual academic and personal potential
- To develop students' understanding of Citizenship and British Values both within and beyond our community
- To foster a strong sense of community and be able to make a positive contribution.
- To encourage students to take responsibility within our community and beyond
- To celebrate the diversity of our community
- To develop self-discipline, the ability to learn independently and work cooperatively
- To encourage students to listen to and respect each other and never try to damage another's self esteem
- To foster a respect for the school environment and our surrounding community
- To develop a pride in belonging to the school community and convey this beyond the school
- To develop a strong and positive partnership between the staff of the school, parent/carers and students
- To ensure we create a positive learning environment where all children can enjoy and achieve.

The **values** we encourage in order to achieve these aims are: -

- Honesty
- Respect for the rights of others
- Responsibility both personally and towards the community

- Consideration and understanding towards others
- Co-operation and helpfulness
- Reliability
- Self-discipline
- A willingness and desire to participate positively in all aspects of the school life.

We work **actively against**: -

- Racism and all forms of discrimination
- Bullying including cyber bullying.
- Sexism
- Verbal and physical abuse
- Dishonesty and theft
- Cruelty and aggression
- Bad language
- Inappropriate use of social media e.g. 'sexting'
- Vandalism
- Drug and solvent abuse including smoking and alcohol abuse.
- Disruption to the learning of others
- Criminal behaviour
- Damage to the environment
- Behaviour which endangers the health and safety of the individual or other members of the community

Details of the standards of behaviour expected from our students are set out specifically in the following documents:

- **The Code of Conduct** (page 6 of the student planner)
- **Ready to Learn** (page 7 of the student planner)
- **The Home /School agreement** (page 5 of the student planner)

The following school policies also relate to and support the Behaviour policy:

- Equal Opportunities
- Race Equality
- Anti-bullying (pages 8 & 9 in student planner)
- Drug Education and the Management of Drug Related Incidents

Behaviour for Learning

We strive to provide an environment where students behave and respond to being given responsibility over the choices they make. Where student behaviour needs to be modified the school believes that sanctions alone will not be successful. Therefore, a clear, consistent and student focused rewards and sanctions system has been developed at the school. This policy has contributed to the positive behaviour for learning that is evident in every classroom.

All students are expected to abide by the **Code of Conduct** (page 6 of the student planner) and to be **Ready to Learn** (based on page 7 of student planner):

- Arrive on time (to school and lessons)
- Be in correct uniform and bring correct equipment
- Ensure my phone is switched off between 8.30am to 3.30pm

- Enter the room calmly, sit in allocated seat, get equipment out and start the Do Now task/starter
- Be ready in silence for the register and follow teachers' instructions immediately at all times without interruption or question
- Work to the best of their ability, without distracting others respecting the rights of everyone and to work/learn, listen to their views and wait for my turn to speak
- Be ready to get involved and be challenged

Achievement and Behaviour points

Achievement points

Students will be awarded 'Achievement' points for excellent class & homework, contributing well in lessons, outstanding and consistent effort, improved work, extra-curricular achievements and positive contributions to the community.

Positive Behaviour for Learning

Queen Elizabeth's Girls' School will celebrate the positive achievements of students:

- 100% Attendance
- 100% Punctuality
- Achievement Points
 - Bronze 75
 - Silver 125
 - Gold 175
 - Diamond 250
 - Platinum 350
- Consistently good 'attitude to learning' (as recorded in) in end of term reports
 - 1s & 2s for all subjects
- Contributions to the school community

Students will receive badges and certificates in assembly and in most cases will receive a positive letter home (students can wear the badges on their school uniform lapel). In some instances students will received early pre-paid lunch privileges or entry into a prize draw or draw for a school trip.

Behaviour points

Students will be issued with 'behaviour' points for disruptive behaviour, failure to complete or submit homework, persistent poor punctuality, failure to follow teachers' instructions, lack of effort or engagement in the lesson, causing harm to the community, failure to attend detentions.

Further Information & Guidance - Please see "[Behaviour for Learning, Procedures All Staff Guide](#)"

Page 4	Low Behaviour Incidents
Page 6	Medium Behaviour Incidents
Page 7	High Behaviour Incidents
Page 8	Action Taken

Page 9	Recording Interventions
Page 11	SLT on Call
Page 12 - 14	Detention Procedure
Page 15	Truancy
Page 16	Mobile Phones
Page 18/19	School Uniform
Page 20	Sanction Range

Detention Guidance for schools

Detentions are used as a sanction in response to punctuality, lack of or poor quality classwork, lack of or poor quality homework and behaviour concerns.

In September 2015, the Department for Education (DfE) updated its advice on behaviour and discipline in all schools in England.

Paragraph 34 of the document says that when issuing a detention, school staff should consider whether the student's parents should be informed. It says that in many cases this will be necessary, but it will depend on the circumstances.

For instance, advance notice may not be necessary for "a short after-school detention if the student can get home safely".

There is no legal limit to how long schools can detain students after school without informing parents. The DfE say that individual schools should set their own policies on this, and ensure that they act "within reason".

Queen Elizabeth's Girls' School determines that best practice would be to avoid impromptu detentions after school, and instead give 24 hours' notice to the student and his/her parents. This allows parents to make alternative arrangements for after-school travel where necessary, for example if a student will miss the school bus.

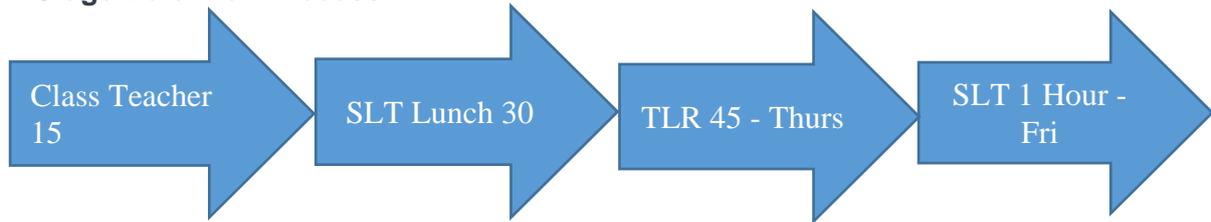
Detention Procedure

Where a student has poor behaviour for learning (planner, equipment, effort, home learning, disruption, etc.) and dependant on the individual student's response, teachers will instruct students to return at the end of the school day for a restorative meeting for no more than 15 minutes (to discuss the issues from the lesson). No prior notice will be given for these detentions.

We actively encourage students to make the right choices and to take responsibility for their learning. Failure to attend a teacher detention after school leads to a next day 30 minute Senior Leadership Team (SLT) detention during lunch. Failure to attend this detention will lead to either a Thursday after school detention for 45 minutes with senior teaching staff (TLR) or Friday after school detention for an hour (SLT), dependant on the circumstances.

For Thursday and Friday detentions, prior notice will be given to families either through writing in the student planner, letter or telephone call home on at least the day prior to the detention.

4 Stage Detention Process



Exclusions

The school has adopted the most recent DfE guidance on exclusions, which came into effect from February 2015.

Schools should only exclude:

1. In response to a serious breach of the schools behaviour policy
2. If allowing the student to remain in school would seriously harm the education or welfare of the students in the school.

Only the Headteacher or the most senior teacher acting in that role can exclude a student.

The decision to exclude should not be made 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 to exclude a student permanently or for a fixed period the Headteacher will:

- a) Ensure that an appropriate investigation has been carried out.
- b) Allow the student to give their version of events.
- c) Consider all the evidence available to support the allegations, taking into account the school's behaviour and equal opportunities policy and where applicable the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- d) Check whether the incident may have been provoked, for example, by bullying or by racial or sexual harassment.
- e) If necessary consult with others, but not anyone who will have a role in reviewing the Headteacher's decision, for example a member of the Governors' disciplinary panel.

If the Headteacher is satisfied, on the balance of probabilities, that the student did what was alleged to have happened, the Headteacher may exclude the student.

Fixed Term Exclusion

Fixed term exclusions can run from 1 – 45 days and should not exceed 45 days in a school year. At Queen Elizabeth's Girls' School we will endeavour to contact home to outline the reason for the exclusion and to discuss arrangements for work and support while the student is excluded. The arrangements for re-integration are also discussed.

As a rule we exclude for the shortest time necessary and when deciding upon the duration of the exclusion the Headteacher will consider the following factors in relation to the behaviour.

- The age and state of the student
- The student's previous record at that school
- Any particular circumstances unique to the student which might sensibly be taken into account in connection with the behaviour, e.g. strained or traumatic domestic situations

- The extent to which parental, peer or other pressure may have contributed to the behaviour
- The degree of severity of the behaviour, the frequency of its occurrence and the likelihood of it recurring
- Whether or not the behaviour impaired or will impair the normal functioning of the student or other students in the school
- Whether or not the behaviour occurred on school premises or when the student was otherwise in the charge of school staff, or when the student was on the way to or from school. An important consideration in cases of doubt is the extent to which behaviour away from the school had a serious impact on the life of the school
- The degree to which the behaviour was a violation of one or more rules contained in the school's policy on behaviour, and the relative importance of the rule(s)
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- Whether the incident was perpetrated by the student on their own or as part of a group (using one student as a scapegoat should always be avoided) and
- Whether consideration has been given to seeking the support of other agencies, such as the education welfare service or educational psychology service.

Extract from DfE guidelines.

For a fixed term exclusion of 5 days or less in a term if the parent/carer submits representations, the Governors must consider them. Governors can agree to a meeting if the parent/carer wants to meet but no meeting is required.

For a fixed term exclusion of 6-15 days in a term if the parent/carer requests a meeting the Governors should then meet to consider representations between the 6th and 15th school day after receiving notice of the exclusion.

The school will arrange for a re-integration meeting with the Headteacher or in her absence a delegated member of the Senior Leadership Team to discuss the incident/behaviour pattern before the student returns to the school. At this meeting the student attends in school uniform with a parent/carer to hear the reasons for the exclusion in detail. The arrangement for re-integration and further monitoring and support for the student are also discussed. This meeting is held in addition to the pre-exclusion meeting.

For a fixed term exclusion of 16 – 45 days a Governors' Hearing is called. Again the student is required to attend the hearing in full school uniform with a parent/carer. At the hearing the school's case is put to a panel of Governors and the student and parent/carer have the opportunity to express their views. The Governors then decide whether to uphold the Headteacher's decision to appeal and to make recommendations of further action required to monitor or support the student. Again this meeting is held in addition to the pre-exclusion.

Permanent Exclusion

The decision to exclude a student permanently is a serious one and is usually the final step in a process of dealing with disciplinary incidents after a range of other strategies have been tried without success. The permanent exclusion is therefore an acknowledgement by the school that all available strategies have been exhausted. There will however be exceptional circumstances where in the Headteacher's judgement, it is appropriate to exclude a student for a 'one off' or first offence.

These might include:

- serious actual or threatened violence towards another student or member of staff
- sexual assault or abuse
- supplying an illegal substance
- carrying an offensive weapon

These instances are not exhaustive but indicative of the severity of the incident and the impact on the well-being and order of the school community.

In cases where the Headteacher has permanently excluded a student a Governors appeal committee will hear representations from the parents/carers of the excluded child as well as hearing the reason for the Headteacher reaching the decision to permanently exclude. After listening to the representatives from both sides they will then consider the case and decide whether to uphold the Headteacher's decision or reinstate the student.

In cases where a Headteacher has permanently excluded a student for:

- a) one of the above offences; or
- b) persistent breaches of the Behaviour Policy including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of any substance believed/thought to be an illegal drug on the school premises;

The Secretary of State would not normally expect the Governing body or an Independent Review Panel to reinstate the student. Exclusions, whether fixed term or permanent, are only used in line with DCSF circular 6/94 and any DCSF advice or guidance provided thereafter. All are referred to the Governing Body.

Managed Move – School To School

A managed move is a measure which can be taken. This could be for two reasons:-

- a) if the student would benefit from a fresh start; or
- b) if the relationship between the student and school has broken down to an irrevocable degree.

The arrangement requires the co-operation of the parent/carer and another educational institution and is only carried out in exceptional circumstances.

Statutory Requirement - Searches, screening & confiscation

Background - Legal Framework The Education Bill (2011 – DOE) In the light of changes under the Education Act 2011 there is a need for all schools to have clear policies covering:

1. Screening
2. Searching and confiscation

Screening

- The school has a statutory power to set rules on searches & screening & have a duty as an employer to manage the safety of staff, students and visitors
- The school may, without prior warning, require students to undergo screening by a hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Screens will only be conducted with the authorization of the Headteacher and in the presence of a senior member of staff or a member of the student support team.
- If a student refuses to be screened, the school will immediately seek the support of the Safer Schools Officer or contact the Safer Schools police team for support. The school may refuse to have the student on the premises.
- If the school refuses the student entry to the school, the school has not excluded the student, but the student's absence should be recorded and treated as unauthorised
- Items as outlined in the school code of conduct are prohibited and as such will be confiscated if found during the screening process

Prohibited items (include but are not limited to):

- Knives or weapons
- Alcohol
- Illegal substances (including legal highs)
- Fireworks
- Pornographic or other inappropriate images
- Stolen items
- An article which the member of staff reasonably suspects has been, or is likely to be, used to commit an offence
- An article which a member of staff, reasonably suspects, has been used to cause personal injury to, or damage to the property of, any person
- Any other item which the school code of conduct identifies as an item for which a search may be made (as outlined by the school code of conduct i.e. Lighters, cigarettes, make-up etc...)

Power of staff to search students

If the Headteacher or CP Team feel that a student may be at a risk of serious harm and it is (as a matter of urgency) then a search may be carried out without the presence of another member of staff.

The school stands in line with this position; however, carrying out a search without a witness present will potentially damage the evidence trail (chain of evidence) and should only be done as a last resort. Therefore, in the event that a search is required the following guidelines should be followed where possible:

- Searches should only be carried out in the presence of at least one member of the SLT
- There should be at least one member of staff present of the same sex as the student
- Any prohibited items found will be marked in an envelope and placed in the school safe
- At the Headteacher's discretion any illegal substance will either be disposed of or passed on to the Police
- Weapons or knives and extreme or child pornography must be handed over to the police
- Whilst there is no legal duty to inform parents of searches, the school will try to notify parents/carers if their child has been subject to a search.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Guidance for staff on confiscation of student property

A person who seizes an item that is a prohibited item must either:

- Deliver the item to a police constable as soon as reasonably practicable [weapons, stolen items, drugs etc.]
- Return the item to its owner or via the parent/guardian (i.e. jewellery, make-up, i-phones)
- Retain the item (see code of conduct for advice on mobile phones)
- Dispose of the item (cigarettes, alcohol, chewing gum)
- With regards to electronic devices, the person who seized the item may examine any data or files on the device, if the person thinks there is a good reason to do so. Following an examination, if the person has decided to return the item to its owner, retain it or dispose of it, the person may erase any data or files from the device if the person thinks there is a good reason to do so. This will only be carried out with the full knowledge and consent of the Headteacher.

Statutory Requirement - Guidance on the use of restraint (reasonable force)

Legal Framework The Education Bill (2011 – DOE) forbids corporal punishment, but allows all teachers to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts
- To prevent students from damaging property

It is illegal to use force as a punishment.

Injury (or harm to self or others) is ‘...actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self-poisoning’.

The legal framework states that any member of the teaching staff can use physical contact and reasonable force, when the situation deems it absolutely necessary. All school staff have a duty of care towards students and the use of reasonable force may be (in extreme cases) the only way to keep members of the school community safe:

‘The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.’

(Education Bill 2011; Department for Education advice)

The school stands in line with this position, however, where possible, designated members of staff should be called upon at the nearest opportunity.

Principles Relating To the Use of Physical Restraint

- Physical Restraint must only be used as a last resort when other strategies have failed. It must serve to de-escalate or prevent a violent or potential violent situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Staff should have good grounds for believing that immediate action (Physical Restraint) is necessary to prevent a student from seriously disrupting learning, significantly injuring him/herself or others, or causing serious damage to property.
- Where possible, Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, and the student should be warned orally that physical restraint will be used and why it is being used unless she desists.
- Physical restraint must not be used in anger. When it becomes apparent that the student is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in physical restraint.
- When it becomes necessary to restrain a student, the member of staff must, if possible, continue to talk to the student in a calm manner, offering choices and time for the student to become calm.
- The age and competence of the student must be taken into account in deciding what degree of intervention is necessary. Reasonable adjustment should be made when dealing with students who are registered disabled or have a Special Educational Need
- Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.

Restraint must not involve deliberately painful or dangerous procedures. It must:

- 1) Never interfere with breathing, blood supply or genital areas;
- 2) Never hold the head, throat or fingers.

The hold must be discontinued as soon as the situation is deemed safe.

- As soon as it is safe, restraint must be gradually relaxed as the student regains self-control.
- A student must never be asked to restrain another student.
- Parents/carers will be informed when physical restraint has been used and will be given the opportunity to discuss the matter with the school.

Statutory Requirement - Anti-Bullying Policy

The main aims and objectives of this policy

- To create a safe and secure learning environment where all members of the school community are valued and can have the opportunity to achieve their full potential. We believe that how we feel affects how we learn.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the student who has experienced bullying and to trigger sources of support for the student, and where necessary the family.
- To apply a consistent and robust sanctions policy, where deemed necessary and appropriate, in order to deter harmful behaviour and repeat bullying.

- To provide (multi-agency) support to the student causing harm, in order to prevent a cycle of bullying by the perpetrator.

Our Definition of Bullying

Bullying is a deliberate attempt to hurt, frighten or threaten a person and to make that person's life uncomfortable, be it physically or psychologically. This may be a one off incident, but will normally be a repeated pattern of behaviour over time.

The principles of this policy

Students in our community feel confident to raise the issue of bullying in the knowledge that it will be treated with urgency and seriousness. Everyone should have the opportunity to thrive and learn in a positive and safe environment.

Bullying can take many forms but the four main types are:

- Physical – hitting, kicking, and taking belongings.
- Verbal – name calling, insulting, making offensive remarks including those of a homophobic or racist nature.
- Indirect – spreading nasty stories about someone, writing graffiti, exclusion from social groups.
- Cyber bullying – This may include sending malicious emails or text messages, posting images on web-pages/blogs, filming or sending of picture/video messages ('happy-slaps'), making offensive/threatening or abusive comments through the internet/chat rooms.

Students are bullied for different reasons.

These include:

- Racist bullying targets a child for representing a race, religion or culture.
- Sexual bullying, sexist bullying, homophobic and transgender bullying impacts on both genders. It can be directed at any student regardless of sexual orientation but who are deemed to be different. This may also include sexual harassment, intimidation and inappropriate physical contact.
- Students with Special Educational Needs, physical disabilities, appearance or health conditions can be at greater risk of bullying which is often directed at their specific difficulty or disability.
- Bullying may occur of young carers or looked after children or for reasons otherwise related to home circumstances.

The school will be proactive in preventing bullying behaviour by:

- Promoting anti-bullying week.
- Listening to and acting upon student voice feedback
- Creating a climate of trust and respect
- Utilising peer mediation
- Using Restorative Justice
- Access Multi-agency support/counselling
- Monitoring historical bullying records

The action taken by staff will be determined by the degree of bullying that has taken place.

For incidents such as name calling, or first offences tutors/teachers should:

- Deal with the incident as soon as is practically possible.
- Implement restorative justice, if appropriate
- Provide sensible counselling for the students involved.
- Provide the Head of Year with a written account of the incident.

Incidents which would be deemed to be of a more serious nature include: Physical assault (injury sustained), Sustained/ repeated verbal abuse, persistent harassment or racist behaviour. In such cases, tutors/teachers should refer the situation to the Head of Year (providing as much information as possible), who will liaise with the parents/guardians of all student(s) involved.

Head of Year should keep electronic records of all bullying incidents, in order to monitor patterns of bullying behaviour. End of year reports must be produced to inform future policy and practice and liaise with the local authority and other multi-agencies.

Incidents such as the continual harassment of students, the Head of Year will liaise with the appropriate Senior Staff to discuss whether to impose sanctions or if a temporary or permanent exclusion is required. Head of Year's may refer target and student responsible for bullying behaviour to the Support Teams e.g. Learning Mentors, Education Therapist.

In cases of Cyber-bullying within school or through the schools internet/intranet, evidence should be collected and stored where possible. Students will have mobile phones confiscated and will be barred from accessing school computers. Parents will be contacted and in serious/persistent cases the school will consider a fixed term exclusion. Where cyber bullying occurs outside of school, but is brought to the attention of the school, Head of Years should be informed immediately. Head of Years should inform all parents involved and refer the targets parents to the Safer Schools Police Officer where further action is required. Police can take action under the '**Telecommunications Act**' section 43.

N.B. Students can refer incidents to any member of staff who must immediately notify the Head of Year.

Record keeping of bullying

All incidents of bullying must be recorded, including the statements from the students, and action taken and given to the Head of Year concerned.

This provides:

- Documented proof for future reference.
- A record of those individuals who are the targets of bullying, and whether those individuals suffer bullying from other sources.
- Statistical evidence which should inform future policy and practice.
- Heads of Year must store all Bullying related incidents electronically.
- Help Heads of Year in identifying possible patterns across a Year/Tutor group.
- Historical documentation of the extent of bullying within the school and areas where bullying has taken place.

Record keeping of racist incidents

All incidents of a racist nature must be tagged as such in the electronic record keeping system.

The practical implications of the policy

The school will deal firmly with bullying behaviour in a way that reflects our Mission Statement of equality.

Statutory Requirement - The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all 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. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

The governing body will need to ask the Headteacher to consider what the school's response should be to:

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

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police (via our Safer Schools Officer) or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff follows its safeguarding policy.

Statutory Requirement - Pastoral care for school staff

Queen Elizabeth's Girls' School will follow its policy on dealing with staff conduct. Staff will not be automatically suspended when accused of misconduct, pending an investigation. The Governing body instructs the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the

pastoral support school staff can expect to receive if they are accused of misusing their powers.

Statutory Requirement – Multi Agency Assessment

Queen Elizabeth's Girls' School will involve multi agency support for students that are:

- at risk of harm to themselves
- at risk of harm from others
- at risk of permanent exclusion following a number of Fixed Term Exclusions

Malicious Accusations

Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will exclude the student concerned.

Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

Parents

Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff.

When a parent's behaviour is giving ongoing cause for concern for the governing body has the authority to ban the parent from site.