

# Oriel High School: Behaviour Policy

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## Section 1: Vision and Values Statement

Oriel's drive for a safe and developmentally healthy classroom where outstanding learning takes place is informed by our therapeutic approach to behaviour management. A school's central purpose is concerned with children's learning and their overall well-being. All members of our community are learners for life who are empowered to achieve, inspired to excel, and exemplify the four core values of the school: Creativity, Achievement, Respect and Excellence.

Every school relies on its members behaving in certain ways to achieve its purpose. This policy outlines the purpose, nature, and management of behaviour in our school.

## Section 2: Supporting all learners

At Oriel, every learner benefits from high-quality teaching, with staff making reasonable adjustments to meet individual needs. The SEND and Inclusion teams offer guidance and support, ensuring effective strategies are utilised whenever additional needs arise.

Universal reasonable adjustments are detailed in the West Sussex guidance "Ordinarily Available Inclusive Practice," which is shared with staff annually. These adjustments, along with normal differentiation practices, are integral to the school's teaching and learning policy and standard classroom practice.

Staff cultivate relationships and environments that support students' academic and personal growth. Heads of Faculty and Subject Leaders ensure their teams are aware of student needs and receive the necessary professional development to meet these needs effectively.

When appropriate, referrals should be made to Learning Community colleagues or through the Consultation and Review Meeting (CARMs) process, as outlined at the beginning of each academic year. This ensures students' holistic needs are considered before implementing specific interventions and strategies.

## Section 3: Behaviour as communication.

At our school, we understand that all behaviours are a form of communication. However, this doesn't mean that students always consciously or deliberately choose to express their needs through negative behaviour. Instead, behaviour is influenced by a combination of emotional and physical states, personal beliefs, values, and cultural factors, as well as a student's ability to be aware of and manage these influences.

Our school takes a graduated approach to behaviour management, combining both sanctions and therapeutic interventions. This approach allows staff to manage student behaviour in a positive and effective way. It ensures that all students benefit from clear, consistently reinforced boundaries and restorative practices that focus on repairing relationships and improving behaviour. By helping students develop pro-social habits and self-awareness, we address the root causes of negative behaviour, creating lasting, positive change.

## Section 4: The Six Learning Behaviours

Our Learning Behaviours framework supports staff in rewarding expected behaviours, challenging undesirable behaviours and maintaining a culture of respect at our school.

The framework consists of our six 'Learning Behaviours':

### 4.1 Accountable

We aim to teach all our students how to develop into young adults who take responsibility for their all their decisions, especially for their learning and conduct.

Students can be accountable when:

- Year 7-11 uniform is worn correctly, and Year 12-13 students dress appropriately for a learning environment.
- Making healthy choices to look after their physical and mental well-being
- Representing the school in public and supporting its reputation as a great place to learn.
- Year 7-11 follow the school's devices-free policy by switching off mobile phones from the time of arrival at school to the time of leaving the premises. Year 12-13 provide a role model to younger students by restricting their mobile phone use to the common room and quiet study areas.
- Arriving on time to school and all lessons, entering the classroom in their allocated seat with all necessary equipment ready to learn.
- Completing and presenting classwork and homework on time, to the best of their ability.
- Seeking ways to develop their learning and making progress in lessons; asking teachers for help; asking for extension work; attending revision or homework sessions.
- Seeking problems to their solutions and not waiting for others to solve problems for them.
- Admitting when they have made negative choices and look for a way to repair the negative consequences of their actions

### 4.2 Organised

As our students make progress through their education, gaining ever-increasing levels of responsibility, we encourage them to become more effective and independent in the day-to-day running of their lives.

Students can be organised when:

- Being punctual to school and each lesson.
- Bring the correct equipment and clothing as required e.g. PE Kit.
- Completing homework by deadlines set.
- Re-filling water bottles / using the toilet during assigned break times to minimise lost lesson time

## 4.3 Collaborative

We want all students to learn that through teamwork and service to others they can enrich their lives and the lives of others. We offer many opportunities for students to share take part in community events and shared events.

Students can be collaborative when:

- Asking for help when a problem appears too challenging to face alone.
- Offering support to others when they are struggling.
- Taking an active role in the school community to have their voices heard and help build a school for the future.
- Taking part in sports and club/team activities.
- Raising and Giving activities – Sixth Form
- Communicating respectfully with peers and staff.

## 4.4 Resilient

Everything we do which has value comes with an equal opportunity to face discomfort and challenge. The satisfaction and joy we feel from our accomplishments comes, not from the tasks that were easy, but from overcoming the difficulties we faced along the way. The ability to withstand or recover from adversity is vital for developing confidence and good mental health.

Students can be resilient when:

- Facing challenging situations as opportunities to develop character and new skills
- Asking for help when faced with difficulty
- Volunteering to take the lead in teams and projects
- Creating and using strategies to overcome adversity
- Viewing mistakes and failures as an unavoidable and necessary processes in learning

## 4.5 Considerate

Recognising and supporting the needs of others is the foundation of a strong community, but it is not easy to always be kind and think of others' needs before our own.

Students are considerate when:

- Following the instructions of all staff.
- Using appropriate language when communicating with others.
- Allowing others to speak without interruptions and listening to others' contributions.
- Being kind to others and speaking out, or seeking help, when something is wrong.
- Behaving responsibly and with consideration for others in all learning environments.
- Treating all members of our school community with dignity and courtesy, regardless of identity, sexuality, race, culture, gender or different beliefs.
- Keeping classrooms clean and tidy to maintain a safe and ordered environment.
- Using our shared spaces considerately and appropriately to take care of the whole school environment.

## 4.6 Motivated

Our preferences, likes, and dislikes aren't always within our control, nor are our desires or aversions toward certain tasks. However, consistently choosing the easiest or most comfortable path is neither healthy nor productive. Students can encourage their motivation to learn and, through their choices, become a source of inspiration for others. They are acknowledged for their commitment to engage fully with school life, even in activities that may not always be enjoyable, but which they understand will benefit them in the long term.

Students might demonstrate their motivation when:

- Maintaining a high level of attendance and punctuality.
- Demonstrating a positive attitude to learning and enculturate the school's values and learning behaviours.
- Asking appropriate questions in class to further their understanding.
- Taking part in extra-curricular activities to develop new skills.
- Taking an active role in the operation of the school community. For example: training as peer mentors or representing their peers as student council representatives.

## Section 5: Pro-social behaviours

Pro-social behaviours are those behaviours and actions that benefit others and are key to a healthy functioning society. At Oriel we explicitly teach pro-social behaviours and have enshrined these in our Learning Behaviours Framework.

At Oriel we use a graduated approach to recognise and celebrate prosocial behaviours. We believe that all students should be able to sense appreciation for their efforts at school whether academic, sporting or co-operative. In enhancing a positive atmosphere of achievement in the school, a growth-mindset and sustained effort must be rewarded consistently and at all levels.

The aim of our rewards system is to help students to develop their intrinsic motivation as we recognise this is vital in ensuring students make sustained changes in behaviours and recognise the long-term impact of increased effort and commitment. Where extrinsic rewards are used, staff will offer explicit verbal praise to explain the pro-social behaviours that have led to the reward.

In combination, the use of achievement points, postcards, congratulatory letters, whole-school recognition, individual prizes and group rewards will help the students at Oriel High School remain positive and motivated as they move forward in their learning.

And are awarded in relation to the six key learning behaviours: Organised, Resilient, Considerate, Motivated, Collaborative and Accountable.

An overview of our rewards which should be recorded on the school system:

<b>2 POINTS</b>	VERBAL RECOGNITION (VR)
<b>10 POINTS</b>	POSITIVE CONTACT HOME (PCH)
<b>15 POINTS</b>	STAR OF THE WEEK / FORTNIGHT
<b>20 POINTS</b>	GOLDEN TICKET
<b>30 POINTS</b>	COMMENDATION
<b>40 POINTS</b>	CONTRIBUTION TO SCHOOL COMMUNITY
<b>50 POINTS</b>	HEADTEACHER COMMENDATION

## Section 6: High standards - ensuring 100% attention to student conduct

Oriel High School is proud to expect high standards of behaviour from all students and staff are committed to consistently and fairly addressing student behaviour, particularly when it falls below those expectations.

While it is not feasible to list every possible type of unacceptable behaviour, the following are examples of actions that will always warrant a robust response from staff:

- Disruption to the learning environment
- Lack of proper equipment
- Mobile phone use or possession during school hours (Years 7-11)
- Mobile phone use outside of common room or quiet study area (Years 12-13)
- Refusal to follow staff instructions
- Any form of prejudice or discrimination
- Bullying, including all forms and instances
- Physical or verbal abuse
- Aggressive behaviour, fighting, or assault
- Poor attendance, lateness, or truancy
- Actions that endanger the safety or well-being of others
- Possession or use of prohibited items
- Possession or use of weapons, dangerous objects, or harmful substances
- Smoking, vaping, or possession of related materials
- Possession or use of illegal substances or associated paraphernalia
- Theft or attempted theft
- Property damage or vandalism
- Wearing incorrect uniform or failing to adhere to uniform policy
- Year 12-13 failing to wear their identification lanyards whilst on the premises.

In accordance with guidance published by the Department for Education, the school may apply sanctions to students for misbehaviour at any time that have or could have repercussions for the orderly running of the school or pose a threat to others or could adversely affect the reputation of the school.

In our commitment to maintaining a positive and respectful school environment, Oriel High School reserves the right for all staff to take reasonable action(s) alternative to any described in this policy document in the support of prioritising the well-being and safety of all students and staff, and for preserving the function and operation of the school.

## Section 7: Unsocial behaviour

Unsocial behaviours are defined as those which are not to the detriments of others (anti-social).

Unsocial behaviours refer to the actions and behaviours of students who are non-compliant without causing any negative impact to others' learning.

Unsocial behaviours are interpreted as possible symptoms of negative feelings and/or a deficit in self-awareness and understanding of their impact on the student. The school will offer the necessary guidance and support to correct these behaviours and allow students to have an enjoyable and gainful educational experience at Oriel High School.

Examples of unsocial behaviours include, but are not limited to:

- Not completing homework
- Not attending detentions
- Not participating in group work
- Not offering contribution to verbal discussion in class discussions
- Failure to adhere to the uniform policy
- Lesson avoidance / truancy
- 6<sup>th</sup> Form student is absent from lesson

The two graduated response pathways for unsocial behaviours are:

### IN CLASSROOM BEHAVIOUR

1. Reminder of expectations
2. Verbal warning with consequences made clear
3. Detention (with Restorative Conversation)
4. On-call / Referral to Department Leadership (SEE SECTION 8)

### OUTSIDE CLASSROOM

1. Reminder of expectations
2. Verbal warning with consequences made clear
3. Referral to Learning Community Leadership (SEE SECTION 11)
4. Referral to Senior Leadership (SEE SECTION 12)



## Section 8: Anti-social Behaviours

Anti-social behaviours are either:

### **Difficult (but not dangerous) Behaviours**

These behaviours cause disruption to an individual, group or school community. These behaviours can be clarified by understanding the context within which they happen and the impact of them.

### **Dangerous Behaviours**

These behaviours result in actual injury, damage or harm, or present a predictable risk of causing injury, damage or harm.

The level of injury or harm that constitutes the label of 'dangerous behaviours' is physical or emotional harm that is caused by an individual to another that results in distress, harm or a significant alteration to normal behaviour or practices.

Dangerous behaviours are often recognised to be in line with those that would be deemed criminal if the person was the age of criminal responsibility.

In response to anti-social behaviours (both difficult and dangerous), scripted interventions and a tailored set of consequences may be used in line with the graduated approach to ensure consequences are proportionate to the behaviours of students and manage the risks these pose.

Our inclusive approach to behaviour management means that a combination of protective and educational consequences will be used to manage the risks posed by anti-social behaviours. Risk reduction plans will be used to ensure equity for students and their personal consequences.

Protective consequences are those which are used to eliminate or reduce the risk of harm or injury to others. These consequences may involve removing an individual or trigger from a context for an appropriate period to allow for both educational reflection, and planning time where adaptations may be required. A range of restorative approaches will be used alongside these consequences to promote the development of pro-social behaviours and regulate the feelings for all parties involved.

Educational consequences are those which aim to tackle anti-social behaviours by teaching the impact of certain behaviours. These consequences will follow a predetermined pathway to ensure that students follow a behaviour curriculum that is responsive to their needs and offers specific resources to challenge the ideals that may lead to anti-social behaviours continuing or escalating further.

When challenging anti-social behaviour staff will use the school's six learning behaviours to inform their scripted intervention and ensure consistency in delivering consequences.

An overview of **typical consequences** for anti-social behaviours, all of which will be recorded, are described below:

Behaviour	Response	Staff involved
<ul style="list-style-type: none"> <li>• <b>Shouting out in class</b></li> <li>• <b>Disrupting others with talking</b></li> <li>• <b>Swearing at/insulting another student</b></li> </ul>	Verbal Warning	Class teacher to record on school system and progress for additional support if judged appropriate.
<ul style="list-style-type: none"> <li>• <b>Any above behaviour continuing</b></li> <li>• <b>Physical aggression</b> E.g.: punching fixtures or fittings, throwing items, property damage</li> </ul>	<p>Staff detention(s)</p> <p>Contact home (email or phone call)</p>	<p>Class teacher to record on school system and progress for additional support if judged appropriate.</p> <p>Subject/Faculty Leader to support when necessary.</p> <p><b>All progressed referrals must be copied to both the subject and faculty leaders.</b></p>
<ul style="list-style-type: none"> <li>• <b>Any above behaviour continuing</b></li> <li>• <b>Actual physical assault</b></li> <li>• <b>Threat of physical assault (verbal threat or raising fist, for example)</b></li> <li>• <b>Putting students or staff at fear of physical harm</b></li> </ul>	<p>Student removed from class/situation by 'on-call' staff / SLT.</p> <p>Where needed, staff will reassure witnesses, students, and parents of actions and precautions taken to ensure the safety and well-being of all those affected.</p>	<p>Class teacher to follow on-call procedure (outlined in this policy).</p> <p>On-call staff to attend and ensure appropriate action taken.</p> <p>Teaching staff to record incident in detail on school system and progress the students to senior staff and additional support as required.</p>
<ul style="list-style-type: none"> <li>• <b>Any above behaviour continuing or is a repeated offence</b></li> <li>• <b>Verbal discrimination including, but not limited to:</b> <ul style="list-style-type: none"> <li>➤ <b>Sexism</b></li> <li>➤ <b>Homophobia</b></li> </ul> </li> </ul>	<p>Department Referral for intervention if behaviour occurs <b>IN CLASS</b>.</p> <p>Departmental intervention will rigorously investigate, support and monitor student behaviour.</p> <p>Learning Community referral if behaviours occur <b>OUTSIDE OF THE CLASSROOM</b>.</p>	<p>Class teacher to issue detention and follow up with Subject Leader/Faculty Leader.</p> <p><b>All escalated referrals must be copied to both the subject and faculty leaders.</b></p> <p>Subject Leader/Faculty Leader to review referral and take action accordingly.</p>

<ul style="list-style-type: none"> <li>➤ <b>Ableism</b></li> <li>➤ <b>Racism</b></li> <li>➤ <b>Transphobia</b></li> </ul>	<p><b>NOTE:</b> Learning Community referrals will be made for <u>all forms</u> of discrimination, wherever it occurs. This may include outside of the school building.</p>	
<ul style="list-style-type: none"> <li>• <b>Any above behaviour continuing following a Department Referral, or is a repeated offence</b></li> <li>• <b>Inappropriate online activity</b></li> <li>• <b>Substance misuse</b></li> <li>• <b>Inappropriate conduct in the school community</b></li> </ul>	<p>Referral to Leadership of school Learning Communities (Africa, Asia, Australasia, Americas)</p> <p>Referral to leadership of Sixth Form (as the fifth Learning Community of Oriel High School)</p>	<p>Class teacher or Subject/Faculty Leader to record incident on the school system and refer to Learning Community.</p> <p>Head/Deputy Head of Learning Community to review referral and take action accordingly.</p>
<ul style="list-style-type: none"> <li>• <b>Any above behaviour continuing following a Learning Community/Sixth Form referral or is a repeated offence.</b></li> <li>• <b>Year 7-11 refusing to hand over a mobile phone to staff after warning.</b></li> </ul>	<p>SLT Referral</p>	<p>Referrals may only be progressed to SLT after all other referral methods have proved ineffective.</p> <p>SLT to review referral and action accordingly.</p> <p><b>In the case of a Year 7-11 student refusing to hand over a mobile phone after a warning has been given, this is always an instant referral to SLT.</b></p>

## Section 9: Unforeseeable Behaviours

Unforeseeable behaviours are behaviour that may not be covered by the behaviour policy in the above sections. It is likely that they have never previously been experienced or are so historic we believed they would not reoccur. These include outbursts of physicality and violence that deliberately causes harm/and or threat of harm.

**It is important that the school's procedures and policies have been adhered to in the lead up to any unforeseen behaviours.**

As with all behaviours, it is important to attempt to identify a level of risk of these behaviours both to the individual or others. Most unforeseeable behaviours can be dealt with in the same way as antisocial behaviour as per section 8. For behaviours which, in the view of the member(s) of staff present, are likely to cause injury to the students in question or other students or staff, then immediate assistance should be sought.

For medical emergencies including self-harm, contact with the medical team should be made either by calling reception (ext. 2000), sending an email to 'medical', or by sending a student or adult (where it is safe to do so) to reception for them to attend and assist. Medical staff will complete an assessment of the situation and take appropriate actions to address any injuries and/or to prevent further injury. This could include calling an ambulance or calling parents/carers to collect the student(s).

For unforeseeable behaviours which are likely to cause injury to other students or serious property damage, staff may consider the need to use physical intervention. Guidance on this can be found in the school's policy on the physical management of students. Serious property damage is defined as any damage that may lead to the item being broken to the extent which it cannot be used for its main purpose.

As per the school's policy outlined in the 'Emergency Plan' school staff are authorised to call 999 in an emergency that they feel warrants the intervention of the emergency services. Details of the emergency should be passed to the Headteacher (or the person nominated in their absence) to decide whether it is necessary to take further action to safeguard students such as evacuating the building or commencing lockdown protocols.

**It is essential that the safety of students and staff takes priority and that every endeavour has been made to avoid harm or the risk of harm to students, staff, and the school.**

It is important that staff follow previously stated procedures for the recording of incidents involving unforeseen behaviours. For behaviours occurring:

<b>In a classroom</b>	Department Referral to Subject & Faculty Leaders is made
<b>Outside of the classroom</b>	Learning Community referral is made
<b>Child Protection/safeguarding</b>	Designated Safeguard Lead contacted as a priority.

If staff have had to use physical intervention, then a "Physical Management of Students Recording Form" must be completed as per the Physical Management of Students Policy.

## **Section 10: On-call**

On-call is a protective consequence used as part of our inclusive approach to behaviour management. All students have a right to learn and this procedure is used as a tool to maintain a safe classroom environment to ensure outstanding teaching and learning can take place.

1. It is a safeguarding requirement that all staff will complete their registers at the start of every lesson and notify on-call duty staff of students who have not arrived within 10 minutes.

2. Staff members must follow a graduated response and have already issued a verbal warning and a staff detention. This does not apply if the student behaviour is classed as dangerous (as outlined in this policy).
3. Class teachers can decide to 'park' (relocate) the student to another classroom in accordance with their department/faculty rota without the need to contact on-call duty staff.
4. If behaviour(s) continue(s) or the initial behaviour is 'dangerous', and staff require the student to be removed, support from 'On-call' duty staff will be requested using the following process:

Staff member will email [oncall@oriel.w-sussex.sch.uk](mailto:oncall@oriel.w-sussex.sch.uk) requesting support:

- a) In the email subject, the staff member should detail the name, year group, location and primary cause for the request:

*"John Smith, Y8, EN1, disruption to lesson, parking required".*

*"Jane Smith, Y9, MA3, stood outside upset, needs support to come into lesson".*

- b) Instead of email, staff may choose to send a responsible student to seek assistance from a colleague in another classroom, a departmental office, or from reception.
- c) If no email access or students available, staff to contact Reception on ext. 2000.
- d) If there is an immediate safeguarding concern, staff should always contact Reception on ext. 2000.

If a student cannot be returned to their classroom, they will be 'parked' in another supervised classroom in accordance with the parking rota provided by Heads of Faculty at the start of each term.

Class teachers should provide work for the student to complete whilst 'parked'.

It is the responsibility of the class teacher to record the 'on-call' event on the school system and detail associated actions to the events. Subject Leaders, Learning Community and SLT colleagues require this information to inform any future follow up and progression of support for the student.

It is best practice for the class teacher who requests on-call to inform parents/carers of the incident and follow up. A telephone call is ideal, but an email can be used.

In some cases, students may be parked with other colleagues in accordance with their Pupil Passport or risk reduction plan. This decision is the responsibility of the 'on-call' member of staff.

## **Section 11: Personalised Learning Centre (PLC) Referral**

In some circumstances, students may be referred to work for a set period with a member of the Behaviour Therapy Team in the PLC. This is a protective and educational consequence used as part of our inclusive approach to behaviour management. This procedure will be used at the discretion of Learning Community, Heads of Faculty or Subject, and SLT colleagues when reviewing the referrals they receive via the school system for anti-social behaviours.

As the PLC is not a punishment – a punishment is defined as the imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority with an intention to suppress and control behaviour - there is no predetermined tariff of behaviours and duration of support. The period any student will spend in the PLC on their specific reflection and restorative work with staff will always be kept to an effective minimum.

During their attendance in the PLC, students will be registered by the PLC and supported by a member of the Behaviour Therapy Team throughout their stay. A reflective workbook will be completed, and additional subject-based work may be set for students to complete, dependant on their length of stay.

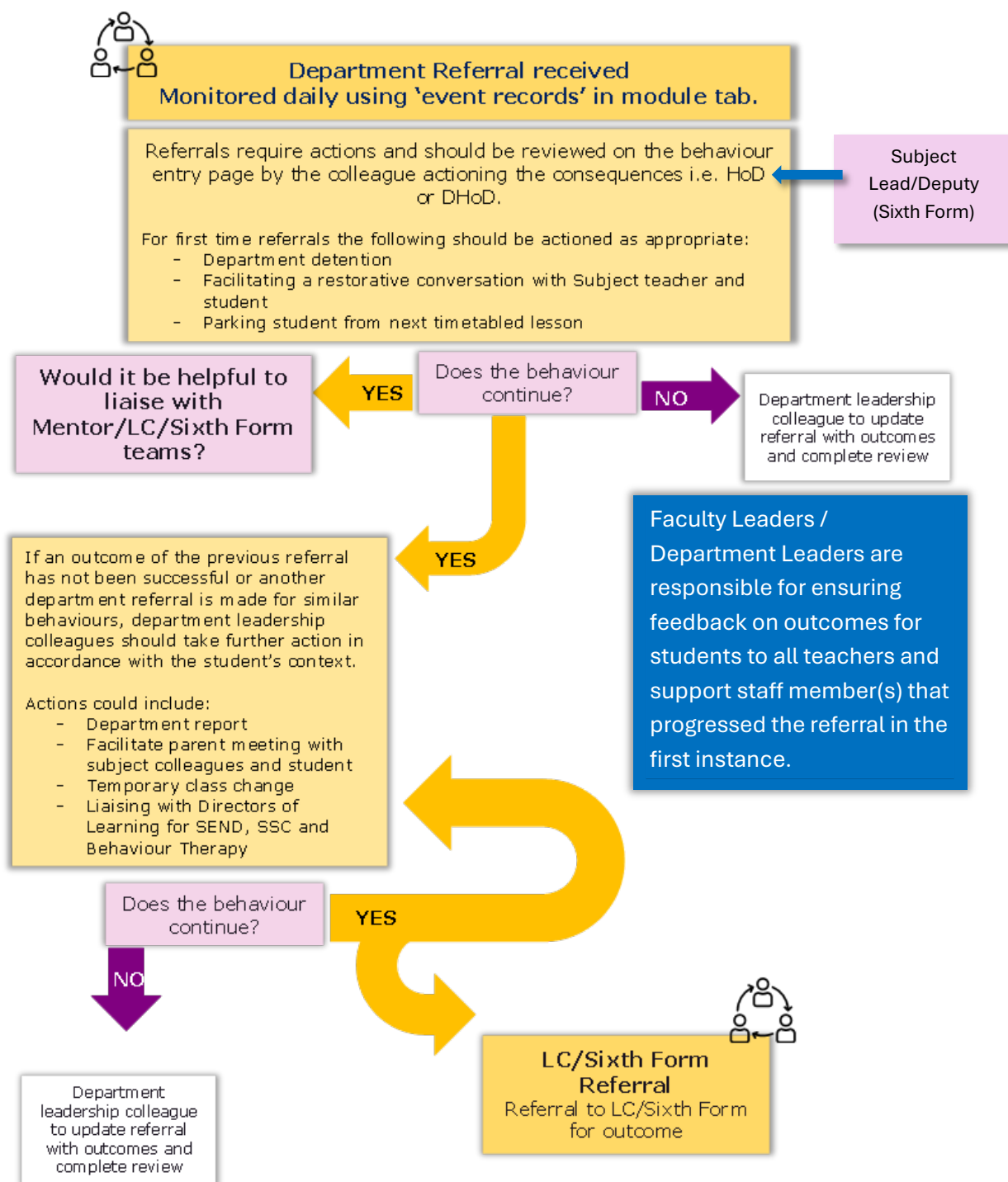
For KS3 students this will be generic work set by PLC staff on and may not be related to/specific to the lesson they miss. Students are responsible for catching up on their schoolwork missed. Missing a homework hand-in deadline whilst attending the PLC does not excuse students from submitting homework at an agreed time with their teacher.

For KS4 students, schoolwork will be collected from their class teachers following their usual timetable.

## **Section 12: Department Referral (In-class behaviours)**

When class teachers make department referrals, department/faculty leadership and colleagues will act to support subject colleagues. Departments are responsible for developing their own interventions in response to referrals from staff. Below is an example of how a Departmental Referral may be structured.

If a Departmental Referral is not successful in improving behavioural outcomes for a student, Heads of Department/Faculty will progress the referral to leadership of the student's Learning Community.



## Section 13: Learning Community (including Sixth Form) Referrals

**Learning Community/Sixth form referrals** will be actioned in accordance with our 'continuum of support' and making use of necessary sanctions and interventions as appropriate for the individual student.

These include, but are not limited to, referral to:

- Consultation and Review Meetings (CARMs)
- Liaising with Directors of Learning for guidance and support
- Supported reflection and restorative work in the Personalised Learning Centre (PLC),

- Alternative School Day programme (PLC)
- Behaviour Therapy Team interventions.
- PC Intervention (Sixth Form)

Pastoral Coordinators will not make decisions on behaviour or issue sanctions. Whilst they may be involved in the investigation of incidents and supporting with safeguarding students, the decision regarding behaviours and referrals is for Heads and Deputy Heads of Learning Community to make. This boundary is held in the interest of preserving the role and relationships the Pastoral Coordinators have in the intervention work they carry out on a daily basis with students.

## Section 14: Senior Leadership Referrals

**SLT referrals** will be made by Learning Community Team or Heads of Faculty for students who are deemed to require intensive support alongside further educational and/or protective consequences with the aim of reducing the frequency/severity of antisocial behaviours.

The Head of Faculty, Head or Deputy Head of Learning Community should liaise with a member of the SLT directly to ensure supportive measures and sanctions are taken.

SLT will feedback progress and outcomes to Learning Community Leadership in regular meetings.

Learning Community Leadership are responsible for feeding progress and outcomes to relevant staff.

At all stages of referral to Departments, Learning Communities, and Senior Leadership, the school may amend their timetable and classroom to protect the learning environment and/or the safety and well-being of staff and students.

## Section 15: Alternative School Day

The Alternative School Day is a protective consequence that provides an intensive opportunity for reflection and education. Used as part of our inclusive approach to behaviour management, this approach is used in place of an external exclusion where appropriate, to work with our students to challenge anti-social behaviours and develop pro-social behaviours for learning.

Students will be referred to the Alternative School Day by their Head of Learning Community in discussion with SLT to ensure this is right for the individual's context and needs.



When on the Alternative School Day, a student will be registered at 11:45am in reception and will be greeted by a supervising member of staff who will work with the student on a one to one basis until 15:45pm when they will sign out via reception.

A reflective workbook will be completed and additional subject-based work may be set for students to complete, dependant on their length of stay.

For KS3 students this will be generic work set by PLC staff on and may not be related to/specific to the lesson they miss. Students are responsible for catching up on their school work missed. Missing a homework hand-in deadline whilst attending the PLC does not excuse students from submitting homework at an agreed time with their teacher.

For KS4 students, school work will be collected from their class teachers following their usual timetable.

At the end of the school day, the student will have a restorative meeting with their Head of Learning Community, the Director of Learning: Learning Behaviours, and/or a member of the SLT to ensure adequate reflection has taken place before they are able to return to the mainstream school community.

Risk reduction plans are individualised plans which cover behaviours not in the policy and not likely to be addressed by reasonable adjustments and will be used when staff identify any behaviours which are foreseeable and which need a particular response from staff which is different to that outlined in this policy.

## **Section 16: Exclusions**

### **16.1 Fixed period exclusion/suspension**

A fixed period exclusion is where a child is temporarily removed from school. Students can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, Oriel High School will set and mark work.

### **16.2 Permanent exclusion**

Permanent exclusion means a child is expelled and can never return to the school.

As with fixed period exclusions, Oriel High School will set and mark work for the first 5 days. In

West Sussex, the Local Authority takes responsibility for the education of a student from the 6th day, most commonly at the APC (Alternative Provision College).

The only person who has the power to take the decision to suspend or permanently exclude a student is the Headteacher or the person nominated as acting Headteacher in their absence.

At Oriel High School, fixed term exclusions are used when antisocial behaviours have caused an unacceptable disruption to the school AND it is felt that one or more parties involved in an incident(s) would benefit from time away from the school.

Typically, this will allow the school time to plan and implement restorative actions and protective consequences which reduce the likelihood of repeated antisocial behaviours to an acceptable level.

Permanent exclusions are used when the school believes that to reintegrate the student would be detrimental to students, staff or the local community. It may be for one single incident or for a series of incidents of antisocial behaviour(s).

At Oriel High School, a student can be suspended or permanently excluded for any one of the following reasons:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

If the Headteacher takes the decision to exclude a student, then this will be communicated to the parents or carers of the student no later than the school day before the exclusion is due to start.

The member of staff communicating with parents will inform the parents/carers of the duration and reason for the exclusion and how work will be set for the period of exclusion. They should also inform parents/carers of their legal duties during the period of exclusion i.e. that it is the parent/carer's responsibility to ensure the student is not in a public space during school hours of the exclusion period.

Parents/carers will receive a letter following the exclusion providing written reminders of the key information as above. It will also give them details of the process for an appeal against the exclusion.

For fixed period exclusions the person communicating with the parent/carer will also inform them of the time and date of the reintegration meeting. This will generally be at the beginning of the first school day after the period of exclusion or at the end of the last day of exclusion.

The reintegration meeting will be led by the Headteacher or their nominated representative. Students must attend in full school uniform. Parents/carers should attend. The meeting will follow Oriel's structure for restorative conversations to allow for reflection on the incident(s) of antisocial behaviour and an understanding of how all parties are going to work together to mitigate the risk of future incidents of a

similar nature. The meeting may also include details of additional measures such as protective consequences that will be implemented because of the incident(s) which led to exclusion.

The process of individualised planning will follow an assessment as to whether the incident(s) require an adaptation to the learning environment alongside any information the school holds on the student's needs which are known prior to the incident(s) which resulted in exclusion. Adaptations could include any protective consequences. Due regard will be given to how long these protective consequences need to stay in place following the Assess, Plan, Do, Review structure.

## Section 17: Communication and Recording Behaviour within School

Communication of all behaviour incidents (prosocial, unsocial, antisocial, and unforeseeable) is essential to inform key staff giving a true picture of a child's behaviours. All communication from staff should be via the school system unless it relates to child protection or safeguarding concern in which case the communication should be directly with the DSL, ideally in person, but via email if this is not possible.

It is the responsibility of the member of staff teaching each lesson to record behaviours, as outlined in sections 4-8, using the school system by the end of the working day.

It is important that descriptions of behaviours are factual and unemotional. For example:

*'On three occasions in the lesson X shouted, "Shut up" across the classroom to Y who responded by turning around and smiling at them.'*

If the behaviour(s) occur(s) in a classroom, members of staff may record and communicate those behaviours, appropriately categorised as detailed in sections 4-8. For antisocial, unsocial and unforeseeable behaviours the teaching member of staff can use a verbal warning, teacher detention or department referral. Only the department referral communicates this incident with another member of staff.

For incidents outside of the classroom, and any anti-social behaviours once a student has been 'on-called', a Learning Community referral is made and for any concern that relates to Child protection and/or safeguarding that the DSL is contacted as soon as possible.

Information on the school system should record the time and date of the behaviour. The log should also include an outcome for both verbal warning and staff detention, and where applicable, a suggested outcome for both Department/Faculty, and Learning Community referrals.

## Section 18: Communication with Parents and Carers

Teaching staff may communicate any behaviours with parents or carers and are encouraged to do so as this engages them in their child's education and learning. The school uses the 'My Child at School App' which allows parents to see the behaviours which have been observed by staff.

If a teaching member of staff issues a Golden Ticket, Star of the Week, or Commendation, it is their responsibility to fill in the relevant sections and give it to the students directly. Staff must also record the reward on the school system with full details highlighting the reasons for the award of the positive consequence, in particular citing which learning behaviour(s) have been observed.

Staff are encouraged whenever possible to contact parents/carers via phone or email as this helps form a strong relationship between the school and home, but it is not a mandatory requirement.

For the awards of a verbal recognition, the event should be recorded on the school system.

For the award of a Positive Contact Home, the event should be recorded on the school system. Teaching staff should communicate with parents/carers via phone or email highlighting the reasons for the award of the positive consequence, in particular citing which learning behaviour(s) have been observed. This is best done by phone, but an email can also be effective.

Teaching members of staff should communicate detentions and department referrals as soon as is possible with parents/carers; ideally by the end of the working day, and if not by the end of the next working day and always before the next timetabled meeting of that member of staff and student(s).

We believe that conversations over the phone are more beneficial, but email can also be used.

Communication with parents and carers should focus on the factual and unemotional description of the behaviour, the impact of it and the actions being taken by the teacher and the school - be they educational/restorative and/or protective.

Staff who would appreciate support when communicating with families should work with their Department/Faculty leadership team in the first instance.