



Enabling Partnerships of Excellence in Continuity of Education for All Pupils

ASPIRE – STUDY – PERSEVERE

Behaviour and Exclusion Policy

Date	Review Date	Coordinator
10 th May 2021	10 th May 2022	PK Maselino

Headteacher:	PK Maselino	Date:	10 th May 2021
Chair of Management Committee:	M Baumring	Date:	10 th May 2021



Behaviour Policy

Statement of intent

The Helix Education Centre expects all of its pupils to behave in an appropriate and reasonable manner whilst at school, on educational trips and visits, when representing the school and on the way to and from school. Promoting positive behaviour and regular attendance is the responsibility of the whole school community.

This policy takes account of statutory requirements and relevant Government guidance on school behaviour, including

- Statutory guidance for maintained schools,
- Screening, searching and confiscation guidance.
- The School Ofsted Framework and Evaluation Schedule 2019 and updates as appropriate.

The expectations of pupils are specified clearly in the school rules and the Code of Conduct (for in and out of lesson behaviour) and will be implemented to ensure an orderly environment where learning can be outstanding for everyone at all times. All pupils and parents/carers on admission to The Helix will sign our Home School Agreement which requires acceptance of and compliance with the behaviour and preventing bullying policies.

Please read this policy in conjunction with exclusion and appeal procedure, preventing and responding to bullying, restricted physical intervention, attendance and uniform.

General principles

The Management Committee has the highest aspirations for pupils that attend The Helix Education Centre.

The following general principles inform this policy and procedure:

- Reasonable and appropriate pupil behaviour towards showing the right Behaviour for Learning must be the expectation at The Helix because each pupil has the right to learn in a safe and disciplined environment. We will not assume however, that pupils have already acquired the skills required to meet our expectations about their behaviour. We will therefore take steps to teach and develop pupils' emotional and behavioural skills at an appropriately high level;
- Specific learning behaviours will be taught, reinforced and reviewed by all staff in the same way as other skills that we expect our pupils to acquire and develop;
- Every lesson and learning experience at The Helix must support pupils to make links between behaviour and its consequences, both positive and negative;
- Positive recognition and reinforcement of reasonable and appropriate behaviour will encourage continued positive behaviour;
- Clear, systems of positive recognition will be established in our classrooms;
- Positive relationships with pupils are integral to their positive behaviour;
- Behaviour is contextual and interactive and therefore the choices that we as adults make in responding to pupils' behaviour are crucial in influencing the choices that they make about how they will behave;
- Adults need to be aware of and manage their own emotional responses to inappropriate behaviour and maintain a positive classroom climate.

This policy applies to all pupils at the Helix whenever they are attending, travelling to or from school or representing the school (including when on educational trips, visits and activities).

Context

Most of our pupils have experienced difficulties in the past. In response to this, the school prioritises the development of social and emotional skills within the curriculum, together with the support of Key-workers to address pupils' support with their attendance, punctuality, personal, social, academic management and general well-being and supported to meet the standards required.

Aims and objectives

The aims and objectives of the Behaviour Policy are:

- To enable the Headteacher to carry out the responsibility to maintain good order and discipline in the school;
- To devolve responsibility to all staff to implement and develop the curriculum, its policies and supporting systems and procedures to secure complementary standards of expected behaviour both in and outside of lessons
- Ensure that every pupil and member of staff is able to benefit from their time at The Helix and make his/her full contribution to the life of the school.

Standard of behaviour expected

The Helix Code of Conduct expects every pupil to:

- Make maximum effort in their learning at all times;
- Be co-operative and supportive towards staff, other pupils and their family;
- Make sure that the school is a safe, pleasant, caring and disciplined environment in which to work and learn so that everyone can achieve their very best.

Success criteria against each of the three standards of behaviour above are contained in the annexes.

The standard of behaviour expected applies at **all times** including when:

- Learning on-site;
- Learning off-site (during residential, adventurous activities or educational trips, visits and activities or when representing the school);
- On the way to and from school or when on educational trips, visits and activities.

School rules

Pupils are expected to act with respect for each other and towards adults. Swearing, inappropriate language and hurtful, harmful or malicious behaviour will not be tolerated.

- Pupils are expected to be under the supervision of an adult at all times and to behave appropriately within established boundaries and authority;
- Pupils are expected to follow the instructions of staff (including in the event of being instructed to leave the school site to return home);
- Pupils are expected to follow rules for health and safety at all times;
- Pupils are expected to eat and drink in the designated places at set times.

Attendance and punctuality

The Helix expects pupils to:

- Attend school every day and be on time to lessons;
- Remain in lessons, in the place allocated by the supervising adult;
- Be in the right place as directed.

Preventing bullying

Bullying is **never** acceptable.

The Helix expects pupils to:

- Refrain from any sort of bullying (including cyber-bullying, ostracization and all forms of harassment (including racial), prejudice and discrimination);
- Report any bullying that does occur to an adult in the school, and reject the role of a 'bystander' in such situations;
- Support each other to give of their best and to achieve their full potential.

Threats of physical harm and actual physical harm The Helix expects pupils to:

- Keep their hands, feet, objects and personal comments to themselves at all times;
- Refrain from making threats of physical harm to others (including staff);
- Refrain from engaging in verbal and/or physical harm to others (including staff);
- Refrain from carrying any object or item which could be considered/used as an offensive weapon

Health and safety

The Helix expects pupils to:

- Follow all rules about health and safety, including those that ensure curriculum learning takes place appropriately and in line with procedures and risk assessments (including those in Science, Cooking, ICT & PE. Pupils are not to tamper with Fire alarms, extinguishers and electrical power switches.

School uniform

The Helix expects pupils to:

- Wear the normal uniform of the school;
- Follow the guidance on appearance and safety in regard to piercings and jewellery as set out in the school's uniform policy.

Sexual harassment

The Helix expects pupils to:

- Refrain from sexual harassment of any kind, including through direct and implied words or actions.

Anti-social behaviour: building, accommodation, environment, facilities and equipment The Helix expects pupils to:

- Look after our school so that we maintain an excellent environment for learning;
- Refrain from causing wilful loss or deliberate damage (including to other pupils' property);
- Refrain from theft of the school or property of others';
- Maintain the cleanliness, tidiness and good condition of the toilet facilities and report any damage or hygiene issues to an adult;
- Refrain from graffiti

On transport

The Helix expects pupils to:

- Maintain the expected standard of behaviour on public transport when travelling to and from school and when travelling on trips, activities and educational visits (including when in the school's minibus).

Smoking

The Helix expects pupils to:

- Refrain from smoking on the school site, within the vicinity of the school site or/and when engaged in any off-site school trip, visit, activity or event.

Alcohol and all other mood changing drugs and substances

- Refrain from using, bringing to school or selling alcohol or other mood changing drugs or substances (where there is the probability of drugs having been brought onto/or used on the school site, fixed term or exclusion from education on-site can result and parents and the police will be informed).

Gambling

The Helix expects pupils to:

- Refrain from any sort of gambling.

The following items are prohibited and must not be brought to school;

- Knives or weapons, alcohol, illegal drugs or mood changing substances;
- Stolen items;
- Any item which could be intended/construed as an offensive weapon;
- Fireworks and pornographic images;
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or to damage property.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions and without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Code of Conduct: Summary of classroom expectations of behaviour: pupils' version

- Follow adult instructions;
- Be respectful and courteous to each other and to adults and use appropriate language at all times;
- Be prepared for learning;
- Remain in the lesson and stay in the place allocated to you by the adult supervising;
 - Be at the right place at the right time;
 - Follow the school rules on uniform/appearance (full school uniform at all times);
 - Eat and drink at the designated time in the designated place;
 - Do not eat or bring chewing gum to school;
 - Make sure that if you have brought a mobile phone to school it is switched off before you enter the school site and stored securely in your plastic wallet in reception. Mobile phones are not to be seen, heard of used on the school site at any time.

Out-of-lesson expectations of behaviour

At The Helix we believe that the atmosphere out of class and the promotion of consistent and positive behaviour and attendance are essential to ensuring that in-class standards are raised by:

- Transferring learning through consistency of expected standard of behaviour both in and out of the classroom. This ensures that pupils understand boundaries and are able to transfer learned behaviour skills from in class to out of class; and
- Enhanced in-class teaching which occurs as a direct result of pupils' experience out of the class being a positive one. Social and emotional skills are developed in a different context of class and this can be utilised to support in-class learning.

The Helix curriculum has been designed to promote both of these dimensions.

Organisation and supervision of unstructured time

The school has a clear duty system in place that to which all staff contribute. This ensures that there are appropriate levels of supervision at key times during the day and engages staff

in their collective responsibility to develop the social, emotional and behavioural skills of pupils out of class. In their out-of-class interactions with pupils, staff have an opportunity to adopt a different professional approach with young people to develop and strengthen relationships further.

Code of Conduct: Summary of out-of-lesson expectations of behaviour: pupil version

- Follow adult instructions without aggressive comments;
- Walk in corridors in an orderly fashion;
- Be at the right place at the right time;
- If instructed to, move on and do not gather in corridors which may block them;
- Wear the correct items of uniform every day and wear them appropriately;
- Make sure that if you have brought a mobile phone to school it is stored securely in your plastic wallet in reception. Mobile phones are not to be seen, heard being used on the school site at any time except with permission by a staff member.
- If you are in a corridor during lesson without permission from staff, you will be asked once to return back to class and if there is non-compliance parents may be contacted and the behaviour reported.

Mobile electronic devices

Consistent with this and other policies (including our Teaching, Learning and Progress Policy), our behaviour expectations in regard to mobile electronic devices puts both academic progress and social skills development at the heart of everything that we do.

Given that this is our focus and our priority, The Helix does not tolerate teaching and learning being disrupted for any reason (including by mobile electronic devices).

Mobile electronic devices can constitute a potential threat to the achievement of the expected standard of behaviour (which is clearly specified in this policy and our school policies on preventing and responding to bullying and equal opportunities), in the following ways:

- Pupils phoning and texting each other disrupts teaching and learning;
- Texting used to bully other pupils;
- Mobiles with a photograph/video capability have been used in other schools inappropriately, threatening the safeguarding, health and well-being of pupils ;
- The public examination boards regard mobile devices as a threat to examination security. If a mobile device is found in an exam room, the student's papers will be cancelled. Mobiles are normally detected when they go off – and therefore disrupt everyone before they are found;
- They are a fashion item and the cause of much petty crime;
- They are a valuable item which can go missing in school with the consequence of absorbing hours of staff time as they try to establish what has happened.

We advise pupils and parents/carers that mobile phones **should not** be in a pupil's possession during the school day.

We understand that there may be times when a parent/carer may want to be able to contact their son/daughter after school, for example in the case of those pupils who are dependent on public transport. The Helix permits pupils to bring a mobile phone to school **only** where they adhere to the following expected behaviour:

- pupils must not use a mobile phone or any other mobile device anywhere on the school site;
- Mobile phones must not be visible at any time.
- Make sure that if you have brought a mobile phone to school it is switched off and stored securely in your plastic wallet in reception. Mobile phones are not to be seen, heard or used on the school site at any time without staff permission.
- Using mobile and electronic devices to photograph or record other pupils or staff, under any circumstance is not permitted at any time;

- Pupils who have a genuine need to contact a parent during the day should speak to a Senior Teacher or the Attendance & Behaviour Officer who will arrange this appropriately;
- Mobile phones in school without the knowledge of the staff are the pupils' responsibility **at all times**. The school does not accept any responsibility for the loss or theft of mobile devices which have been brought onto the school site with staff knowledge of it.

We seek full support from parents in these matters. The Helix has an established and efficient system for communication, including conveying urgent messages to pupils and we expect the full support of parents in the implementation of these arrangements.

We will continue to ensure safe and responsible use of ICT to protect staff and pupils, and the following rules apply in everyone's interest.

The school reserves the right to examine mobile devices if a member of staff suspects that the expected standard of behaviour has been breached.

How the standard of behaviour expected will be achieved through:

- The curriculum approach to the teaching and support for social, emotional and behavioural skills development;
- Daily academic and personal learning review monitoring and meetings;
- Support for parents/carers;
- Pupil voice programmes;
- Transition and induction programme;
- 'Personalised Targets';
- 'Learning Walk';
- The support, advice and education by our attached Safe-Schools Police officer about laws associated with anti-social behaviour; and
- Keyworker support.

Curriculum approach to teaching social and emotional skills

The curriculum provides a variety of contexts for learning to engage pupils and to support them to behave well.

We recognise the important opportunity that the curriculum gives us to teach our pupils the skills required and to support them to achieve the expected standard of behaviour. This is achieved in a number of ways.

Personal, Social & Health Education; Religious and Citizenship education integrates the following areas:

- PSHE including SRE, drugs awareness, equalities and behaviour for learning;
- Careers education;
- Pathways to employability including:
 - Employability skills, including preparation and evaluation of work experience;
 - Enterprise skills through events and scenarios;
 - Functional skills;
 - Job search and interview skills;
 - Religious Studies; and
 - Citizenship (including fund raising for chosen charities and other volunteering).

Our organisational structures support strong pastoral care. It :

- Maintains everyone's focus on learning;
- Actively promotes, monitors, reviews and celebrates positive interactions, behaviour and attendance for learning;
- Supports pupils when issues arise and to facilitate rapid resolution, consequences and restoration as appropriate;

- Provides regular points during the day to reflect and learn a range of skills for handling important situations in school and elsewhere in life;
- Builds positive pupil to pupil and staff to pupil relationships.

We believe in achieving complementary standards of behaviour both in and out of the classroom. We do this by investing time for staff and pupils to develop rich learning opportunities for social, emotional and behavioural development through our afternoon sessions of pastoral and social activities.

The afternoon curriculum approach supports pupils to achieve the expected standards of behaviour, supporting them to:

- Acquire essential skills for success (including inter-personal and communication skills);
- Take on interesting and challenging responsibilities; and
- stimulate a pupil's interest, motivation and enjoyment in team activities & personal and social activities.

All learning areas select teaching objectives to deliver the social and emotional aspects of learning, embedding these in subject learning throughout the curriculum.

'The Phoenix' Life-Skills programme

The Helix Phoenix programme will:

- Motivate pupils in developing the knowledge, ability & resilience to enhance their personal, social, physical, academic and entrepreneurial skills;
- Bring professional role models into the school as facilitators of the Phoenix programme; and
- Encourage pupils to re-engage with learning and develop a mindset and motivation for Life-long learning.

Academic learning and personal development review cycle

As part of the school's target setting, pupils undertake face-to-face reviews with their Key-worker and subject teachers. This opportunity is utilised to reflect upon and feedback on progress in both academic and personal learning and to plan and agree forward action together.

Support for parents/carers

The Helix supports parents/carers to secure the good behaviour and attendance of their child and to facilitate their learning by regular school to home communication by the Attendance & Behaviour officer, by the allocated pupil's key-workers and with assistance of our dedicated safer Schools Police Officer.

Pupil voice programme

We believe that our pupils should be offered varied and extensive opportunities to participate in the running of the school.

Pupils are encouraged with the support of the Pupils' Council lead to take on roles of responsibility within the school through:

- Participation in school and class councils;

School responses to good behaviour

The expected standard of behaviour and attendance is supported by the system of rewards as follows:

- Direct praise of the pupil by staff, peers or the Headteacher;
- Acknowledgment of the pupil at school assembly of positive behaviour change;
- Reward of a voucher;
- Given a special lunch of choice;

- Outing of a select number of pupils with high points in positive behaviour taken on special activities;
- Nomination for a Jack Petchey award;
- Letter or phone call of praise to the pupil's parents or carers; and
- For those wishing to return back to mainstream school, when the positive behaviour is shown consistently over a minimum of six weeks, the 'Managed move' procedure is commenced to present the pupil an offer of transfer to a new school.

Induction Programme

All pupils are risk assessed by the schools DSL prior to their induction and admission to the school. The induction meeting is used to ascertain the pupils and parents or carers views of the reasons for the pupils referral to the Helix. Their response is used to set the interim behaviour improvement targets for the pupil in relation to the schools' expected 'Behaviour for Learning' pupil profile. The expected standard of behaviour is supported by all staff, but particularly by the schools Education Support Workers who are allocated as Key-workers for the pupils.

Education' Progression Plans (EPP) '

The EPP is used to provide an individualised programme of support to each pupil. The curriculum is modified to focus intensive support on social skills development so that pupils can re-engage with their education. Specialist professionals will be involved in this programme whenever necessary, providing additional specific provision to young people and guidance and advice to staff in the design and implementation of the programme.

Daily record of achieved targets

A daily record of targets achieved by the pupil is made and used to share in their review of progress made and to determine other aspects of the pupil's targets to prioritise for additional support;

Supporting change and improvement through action and support planning

Pupils will be supported through the stated action for their EPP and from ABC observations (Antecedent, Behaviour & Consequence) by the ESW's. Our approach to making change more likely is to incorporate the following approach consistently to the development of all plans of support:

- Participation in running school activities'
- Engaging in peer-mentoring, buddy schemes and peer-mediation;
- Taking responsibility for their activities and behaviour out of class;
- Creating a positive ethos that is transferable both in and out of class; and
- Participating in a range of pupil leadership development programmes and motivational, incentive schemes.

Disciplinary sanctions

The Helix disciplinary sanctions, including Fixed Term Exclusions are reasonable and proportionate. They take into account:

- The need to be proportionate in response to the breach in expected standards of behaviour; and
- Any special circumstances relevant to the pupil including their age, any special educational needs, disability or religious requirements.

We aim to achieve an effective approach to the sanction system which supports our pupils to become more successful. Our sanction system is:

- Organised into a hierarchy;
- Not punitive but corrective;
- Fair, reasonable and proportionate;

- Consistently applied;
- Designed to enable pupils to make choices that will improve behaviour and attendance over time.

Sanctions are applied according to a sequence of consequences:

- **C1** – first verbal warning;
- **C2** – second verbal warning (**Yellow Card**);
- **C3** – third verbal warning (**Red card**); followed by removal from the class or activity with internal exclusion or a FTE if an act of violence is shown or swearing at a member of staff
- **C4** – review of the placement if there is persistent violence or extreme behaviour that puts the pupil and others at serious risk of injury or for the need to safe-guard others from potential harm.

Escalating report system

Pupils whose behaviour comes to attention or causing concern may be placed on report. They will be set short-term targets and success criteria which will be monitored by the relevant member of staff and shared with parents/carers and other external professional if allocated for further support work with the pupil.

The progress of pupils on report will be discussed and monitored with them and their parents/carers at the weekly personal learning and academic reviews with the ESWs, teachers or with the Inclusion Officer & Headteacher.

Internal inclusion

During internal exclusion, a pupil will have the opportunity to reflect on what went wrong and to be supported to consider alternative strategies for the future.

Internal exclusion is between one lesson or up to 3 days. During this time the pupil is withdrawn from lessons with their usual class group. During the period of internal exclusion, pupils are taught and supported to undertake the work that they would have accessed in their main lessons. Pupils will be dismissed from internal exclusion at the end of the day.

Fixed-term exclusion

Any behaviour that is deemed, in the judgment of the Headteacher (or DHT in the HT's absence), to undermine the authority of staff or adversely affect the health and safety of a member of the school community may result in a fixed-term exclusion. This will usually be between 1-5 days. The decision to exclude is taken by the Headteacher.

Swearing at staff by a pupil will lead to a Fixed term exclusion.

Parents/carers, following their child's FTE due to violence, are expected to attend the reintegration meeting and play a full part in the review of any plans in place to support the pupil.

Where a decision is made to exclude a pupil, The Helix will notify parents/carers of the period of the exclusion and the reasons.

Parents/carers will also be made aware of:

- The reasons for exclusion;
- The period of a fixed-term exclusion;
- Parents'/carers' right to make representations about the exclusion to the Management Committee and how the pupil may be involved in this;
- How any representations should be made;

- Where there is a legal requirement for the Management Committee to consider the exclusion, parents/carers will have a right to attend a meeting, be represented at this meeting and to bring a friend.

If a fixed-term exclusion is for more than five school days, the school will arrange suitable full-time education for the pupil from the sixth day.

Parents/carers are reminded that they are legally required to ensure that their child is not present in a public place without reasonable justification during school hours if excluded.

In the case of certain fixed-term exclusions parents/carers will have the right to make representations or an appeal against the school's decision through the Management Committee.

Disputes and complaints

Our working partnership with pupils and their parents/carers is central to everything that we do at The Helix and we aim to resolve any potential or actual dispute about pupil behaviour through dialogue.

We ask our parent/carer community to support partnership working by helping us to make clear to young people the school's expectations of behaviour and by supporting the commitments made by all in the Home-School Agreement and stated behaviour expectations shared during the pupil's admission meeting.

Parents/carers have the right to make a formal complaint through the Complaints procedure if they are dissatisfied. The complaint could either be to the Headteacher or to the **Management Committee (MC) intervention panel**. This panel would be made of a number of the Management Committee members and relevant members of the school staff. Its aim is to provide a forum to meet with the pupil and their parents/carers and to set out the school's expectations for behaviour whilst providing a clear support structure if it upholds or overturns the exclusion and to allow the pupil to make the required changes.

MC disciplinary panel

This panel will consist of a selection of members from the MC members and relevant members of the school staff.

A pupil and parent/carer may be asked to attend a meeting with this panel following:

- A serious breach of the behaviour policy, following fixed-term exclusion, that was of such severity that the decision to end the On-site placement of the pupil considered by the Headteacher; and
- When the number of fixed-term exclusions has reached an inappropriate level and endangering the continuation of the placement.
- The number of fixed-term exclusions has reached an inappropriate level and is endangering the continuation of the placement.

Review of end of On-site placement

A review of, or decision to end the On-site placement may be taken in response to incidents of serious violence or to present a high level of risk to the health & safety of other pupils and staff.

The Helix is committed to working in partnership for the benefit of the young people and will only review the placement where:

- All other interventions to support change and improvements have failed and the pupils' persistent and malicious disruptive behaviour is affecting the good order and discipline of the school; or/and

- Allowing the pupil to remain On-site would be seriously detrimental to the education or welfare of others in the school.

Mobile phones and other electronic devices

Where a mobile device is seen, heard or is used by a pupil in breach of the expected standard of behaviour, a first warning will be issued and a the pupil asked to hand over the item to a member of staff and returned to the pupil at the end of the day.

Repeated failure to adhere to the expected standard of behaviour on mobile phones and electronic devices will make the pupil vulnerable to a Fixed term exclusion or review of the placement.

Wilful loss or damage to school property

The Helix accepts that some wear and tear is inevitable and has budgeted for this.

However:

- All wilful loss of or damage to school property will be paid for and the school reimbursed by the person responsible for the loss or damage;
- Charges to replace/repair damage or loss of school property will be the cost to the school of the replacement or repair;
- The Management Committee authorise the Headteacher to take all reasonable steps to recover a loss to the school.

Where there has been damage to the school's premises or equipment as a result of criminal behaviour, the school will involve the police.

Please refer to the school's 'Charging and Remissions Policy'.

Support, advice and guidance to staff

"There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management"

"The quality of learning, teaching and behaviour in schools are inseparable issues and the responsibility of all staff" (The Steer Report, 2009).

At The Helix all staff are expected to engage fully with this support, advice and guidance.

Staff demonstrate their adherence and commitment to this policy by achieving consistency of approach, through quality standards in teaching and learning and by investing time in developing strong working relationships with pupils (where adult initiated conflict is actively avoided).

Achieve consistency and quality standards in teaching and learning means that:

- The design of learning and schemes of work and sequences of lesson plans are engaging, evidence good progression in skills and are well differentiated;
- Adults reward both good behaviour and learning and are friendly and enthusiastic;
- Adults respond effectively to resolving incidents of unacceptable behaviour;
- Adults expect the highest standards of behaviour, progress and attendance from every pupil. This is secured through a combination of good and better planning, teaching and pastoral support in every lesson which brings out the best in everyone;
- Everyone maintains a positive, supportive, safe and secure environment for all at all times.

Avoiding conflict in the classroom:

- Keep calm, avoid shouting and becoming 'hooked in' to negative behaviour;
- Maintain a confident outlook and praise the positive;
- Be consistently fair;
- Use humour carefully where appropriate;
- Do not admonish personality but behaviour;
- Avoid using sarcasm;
- Avoid blanket punishments;
- Garner 'buy-in' for expected standards of behaviour through group discussion and relationship building with young people and their families;
- Show a genuine interest in the pupils, being prepared to listen as appropriate.

Roles and responsibilities of staff and Management Committee

It is the responsibility of all staff to model the expected behaviours for pupils and to respond to behaviour within the rewards and sanctions system outlined in this policy. The Helix will achieve consistency of approach from all staff.

All staff will be involved in giving encouragement, praise and rewards to pupils and are authorised to implement sanctions (except fixed term exclusion).

Headteacher responsibility:

- To oversee the effective implementation and monitoring of this policy;
- To report on all aspects of behaviour to the Management Committee.

Senior leadership team

- To take responsibility for consistent implementation of the policy;
- To monitor use of rewards and sanctions in line with the policy and develop and implement action plans as required;
- To provide support and advice to staff and parents/carers.

Teaching and educational support staff:

Alongside the senior staff and Headteacher, all staff must aim to create a calm, positive atmosphere that is conducive to work and learning by:

- Being enthusiastic and holding a 'will do' and 'can do' attitude with the pupils that gives them all access to opportunities for praise;
- Achieving quality standards in the planning and the delivery of teaching which engages pupils and enables them to make accelerated levels of progress;
- Setting Extension work and marking it in line with the policy and procedures for assessment;
- Incorporating teaching objectives into lessons which develop pupils' social and emotional skills as well as their subject skills;
- Taking responsibility for insisting on the standards of behaviour expected as set out in this policy and for maintaining good discipline at all times in and beyond the classroom;
- Establishing and maintaining robust classroom routines for the start and ends of lessons;
- Managing the classroom effectively through seating and grouping arrangements;
- Making sure that classrooms are tidy, well organised, clean and welcoming to promote the climate and environment for learning in which learning can be outstanding for all;
- Listening to pupils' feedback on teaching and learning, valuing their views;
- Utilising effective strategies to avoid conflict and confrontation within the class;
- Implementing the agreed rewards and sanctions procedure; and
- A clear understanding of all forms of bullying and the expectations outlined in the preventing and responding to bullying and equal opportunities policies.

Dress Code

We recognise that to create an effective learning environment all members of The Helix must present themselves appropriately.

Expectations of parents/carers and involving them in improvements

On transition to the school, parents/carers and pupils will have an opportunity to meet school staff, review the school's key policies and come to understand the purpose of the rewards and sanctions system as a strategy to promote the expected standards of attendance and behaviour.

Parents/carers and pupils will be expected to enter into a home-school-agreement with The Helix which clarifies the expectations of all.

We highly value parents/carers and encourage their full and active participation in their son/daughter's education whilst at The Helix Education Centre.

Parents/carers can be very effective in:

- Reinforcing the school's rewards and sanctions system at home;
- Working closely with the school to ensure that their child adheres to any sanction imposed;
- Evaluating the impact of rewards and sanctions on their child, giving appropriate feedback to the school;
- Assessing existing systems and contributing to developments.

We expect parents'/carers' support for the effective implementation of this policy and are committed to working in partnership with them and their child to achieve the expected standards of behaviour.

Searching students

The Education Act 2011 makes legal provision for staff to search students without consent for weapons, knives, alcohol, illegal drugs and stolen items.

Prohibited items are listed within the expected standards of behaviour and Code of Conduct.

A search will be conducted by a member of SLT or the Attendance officer if a member of staff has reason to believe that the pupil has a prohibited item (see list above). The search can include a search of a bag or locker and a request to the pupil to turn out their pockets. A refusal to co-operate could result in an appropriate disciplinary sanction.

Certain school staff can search pupils without consent for a prohibited item in the following circumstances:

- The staff member is a teacher or another person with authority of the Headteacher. The head teacher has authorised the Deputy Headteacher, Assistant Headteacher and the Senior Teachers to undertake this activity when required. In exceptional circumstances, the Headteacher reserves the right to authorise any as appropriate member of staff;
- The member of staff conducting the search searched and there will have another member of staff present, preferably of the same gender as the pupil, present during the search. The only exception to this is if there is a risk of serious harm to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, in these circumstances a member of staff of the opposite gender can search without a witness;
- The member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item;
- The pupil is on school premises or if elsewhere, where the member of staff has lawful control or charge of the pupil including on school trips, visits and activities;

- The member of staff will only require outer clothing to be removed. Outer clothing is defined in Government guidance on search powers and includes clothing that is not worn next to the skin or immediately over a garment being worn as underwear, although it includes hats, shoes, boots, gloves and scarves;
- A search of a pupil's possessions will take place in the presence of the pupil, unless there is a risk of serious harm to another person if the search cannot be conducted immediately and the pupil is unable to be present immediately;
- Reasonable force can and may be used to conduct a search for prohibited items or assistance from the Police requested.

The school will inform parents/carers if following a search, alcohol, illegal drugs or potentially harmful or mood altering substances are found. The school will also inform parents/carers if any items are passed to the police.

The provisions enable a member of staff to confiscate, retain or dispose of a student's property (knives, weapons, illegal drugs) if there is good reason to do so. It also allows for the erasure of material from electronic items should there be reason to do so. The law protects staff from liability for damage to, or loss of, any confiscated items.

Staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this is the case, school staff should follow the schools' child protection policy.

Where a member of staff considers that persistent disruptive behaviour might be the result of unmet educational or other needs, they may make a decision to refer the pupil to the senior leadership team (SLT) to consider whether a multi-agency assessment is necessary.

Behaviour beyond the school

Criminal behaviour outside school is a matter for the police to investigate.

The school may impose a behaviour sanction for this behaviour:

- Where there is a link to breaches of the behaviour policy at school;
- Where in exceptional circumstances it is not tenable under Health and Safety for the pupil to return to school (in which case the On-site placement would end).

Allegations of abuse against staff

Allegations of abuse will be taken seriously and be dealt with quickly and in a fair and consistent way to both pupil and member of staff. Every effort will be made to maintain confidentiality and to guard against unwarranted publicity. Suspension will not be used as an automatic response when an allegation has been reported.

If a complaint against a member of staff is found to be malicious, the pupil can be disciplined (sanctions set out in the ladder of consequence).

Monitoring, evaluation and review

The effectiveness of this policy will be judged against a wide range of information and data about a pupil's attendance, punctuality, behaviour and progress which is held electronically within the school's information management system (SIMS).

Detailed electronic reports which contain information, trends and patterns of behaviour, punctuality, attendance and progress are regularly shared with parents/carers and pupils.

Outcomes of the school's detailed analysis forms the basis of ongoing action plans to support pupils to achieve the targets and goals set for/with them by the school.

Our school self-evaluation schedule:

- Gives all stakeholders a voice;
- Highlights the strengths of the procedures and systems in place;
- Informs the school improvement plan;
- Informs the staff CPD plan;
- Informs the curriculum (particularly PHSE);
- Informs the development of this policy.

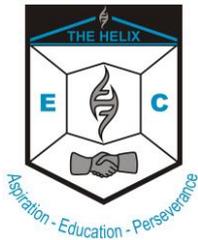
The school regularly involves pupils (and their parents/carers) in designing and implementing the rewards and sanctions system. We aim to take account of what pupils find motivating and encouraging.

ANNEXES

Pupil success criteria against the pupil expected Code of Conduct

Make maximum effort in their learning at all times in and beyond the classroom.
<ul style="list-style-type: none">• Attend school every day in line with the appearance/uniform expectations (see uniform policy)• Arrive in time for PHSE lessons• Listen carefully when expected to• Stay in your place unless you have permission to move• Set about work promptly (even when it might be difficult), meet new challenges with a positive attitude and ask for help after you have tried first and genuinely need it• Produce work at a good pace and to the highest standard possible at all times so that you make rapid progress (both in and beyond the classroom)• Accept both praise and constructive feedback and enact adult advice and guidance• Always complete the work that is to be undertaken independently and to meet deadline and to the required standard (in line with your targets and goals) (see note below)
Be co-operative and supportive towards staff, other pupils and your family
<ul style="list-style-type: none">• Follow the instructions and requests of staff at all times• Be supportive to each other and to staff by saying and doing things that promote an outstanding ethos and climate for learning (this means doing nothing through word or action that causes upset or hurt or which is malicious);• Bring nothing to school that might cause upset, hurt or damage• Be an active participant in lessons and group work and support others to give of their best too
<ul style="list-style-type: none">• Be tolerant and supportive to others in difficulty (in line with our policies on preventing and responding to bullying and equal opportunities)• Value and show appreciation of the achievement of others in an appropriate way
<ul style="list-style-type: none">• Avoid giving offence by swearing or other inappropriate or derogatory language
Make sure that the school (and the home learning environment) is a safe, pleasant, caring and disciplined environment in which to work and learn.
<ul style="list-style-type: none">• Look after the school environment (including by disposing of litter appropriately), the building, furniture, equipment and display at all times (see note below)• Observe the Code of Conduct for out-of-lesson behaviour• Wait sensibly outside classrooms• Follow the rules about ball games and the use of outdoor space• Wear correct uniform, in the appropriate way at school and when travelling to and from school• Observe the rules on jewellery as set out in the uniform policy• Bring only personal property that you need to school (electronic music playing devices such as MP3 devices are not permitted for use during the school day. The school advises parents/carers and pupils against bringing mobile phones to school. Where they are brought to school their use must be completely in line with the expected behaviour set out below)
<ul style="list-style-type: none">• Only consume food and drink at the permitted time and in the appropriate area of the school• Refrain from bringing chewing gum to school or eating it on the school site

- Stay on site at all times unless under the supervision of an adult
 - Represent The Helix within the wider community by being polite and considerate towards the school's neighbours and other people that you may meet on the way to and from school each day.
-

**HELIX BEHAVIOUR CHART**

“Enabling All Learners to Create a Safe & Positive Learning Environment for all”

Actions & Consequences:

(Minus 10 points for Yellow Card, Minus 25 point for Red Card.)

75 plus points is Needed to be included in whole School Trips.

1	Consequence 1 (C1)	Verbal Warning	- Staff will let other staff know when issued.
	Consequence 2 (C2) Yellow Card	Yellow Card issued as 2 nd warning Points deducted from ‘Privilege Points Bank’	- Warning to pupil before final issue of Yellow Card & warning of Red card to follow if behaviour persists.
	Consequence 3 (C3) Red Card (Red Card will be issued immediately if any behaviour in section 3 occurs).	Removal from classroom and a Sanction from below is applied.	- Red Card: Class teacher or ISW to request SLT to do this. - Once issued no immediate discussion will be entertained by staff with pupils. - A negative point is added to the Pupil’s Behaviour Log.

Levels of Consequences:

1	BEHAVIOURS	POSSIBLE SANCTIONS
1	<ul style="list-style-type: none"> • Failing to stop Swearing when asked by staff. 	<ul style="list-style-type: none"> • 1st Warning to stop. • Points on Behaviour Log. • Phone call home. • Repair of damage (where applicable) • Restorative approaches (where appropriate). • Removal of privileges. • Uniform - sent home to change (<i>with a call to parents first</i>).
2	<ul style="list-style-type: none"> • Minor scuffing. • Staff instructions not carried out. • Leaving the classroom. 	
3	<ul style="list-style-type: none"> • Creating a mess in the premises. • Disruptive behaviour towards others. • Non school uniform. • Use of Mobile phone during lessons. 	
3	<ul style="list-style-type: none"> • Damage to property. • Caring cigarettes & lighters around the Premises. • Unwelcome touching of others. • Causing fights. • Verbal abuse to school community. • Threatening behaviour. • Failing to carry out staff instructions. • Inciting violence or illegal acts. • Smoking. • Constantly leaving the classroom or premises. • Bullying and cyber-bullying. • Theft. • Non school uniform. • Not completing work. • Disrespecting others and property. 	<ul style="list-style-type: none"> • Replacement / repair of damage (where applicable) & Fixed term exclusion (where appropriate). • Phone call home. • Meeting with parents/carer. • Isolation from class or during afternoon activities. • Point/s on Behaviour Log. • Removal from Class. • Placed on weekly report. • Removal of privileges. • Uniform - sent home to change (<i>with a call to parents first</i>).
3	<p style="text-align: center;"><u>Persistent or Malicious</u></p> <p>Weekly or more frequently with deliberate intent to harm or disrupt, learning, or:</p> <ul style="list-style-type: none"> • Possession or use of illegal Substances. • Assault. • Carrying and/or using weapons. • Theft. 	<ul style="list-style-type: none"> • Instant removal from lesson. • Fixed term exclusion or Permanent Exclusion from The Helix (where appropriate). • Letter and/or phone call home to arrange meeting with parents/carers. • Internal exclusion (where appropriate). • Referral to outside agencies (where appropriate).

EXPLANATION:	EXAMPLE OF CONSEQUENCE:
Each pupil starts with 100 points credit	From 100 points,
1 st Yellow Card given =	Take away 10 points = 90 points left.
2 nd Yellow Card given	Minus 10 points again = 80 points left.
Therefore, 10 points is lost each time a yellow card is given, however...	
When 3 rd yellow card is given in a day (indicating a pupil's behaviour of defiance) afternoon activity is withdrawn for the week . And if pupil leaves unauthorised Red card issued (= minus 25 points).	<ul style="list-style-type: none"> • minus 10 points = 70 points left & • minus 25 points for a Red Card = 45 points left.
5 POINTS IS AWARDED BACK TO YOU FOR EACH POSITIVE BEHAVIOUR FOR LEARNING (BFL) DAY.	
75 plus points is Needed to be included in whole School Trips.	

Final Warning of Off-site Education Meeting

What is a Final Warning of Off-site Education Meeting?

Good behaviour is fundamental to school standards. If a pupil's behaviour is causing serious concern and they are at risk of permanent exclusion from **On-site Education at the Helix** (and to be replaced by **Off-site Education from the Helix**), the pupil and their parent/ carer will be requested to attend a meeting at school.

The purpose of the meeting is to review the pupil's behaviour, but also to look at ways the school can help to provide practical support and guidance to improve the pupil's behaviour. The parent and pupil would have the opportunity to appeal the exclusion from our onsite education.

To achieve this, we will look further at working together to change the behaviour, with the pupil remaining on the Helix site to make additional effort to work towards reaching their full potential with this intervention. A Helix member of staff will attend the meeting. At the end of the meeting, the pupil's current action plan will be reviewed and additional targets & support agreed.

An action plan aims to improve a pupil's behaviour and stop them from being excluded from our On-site education offer. The pupil and their parent/carers agree the content with the school. All parties concerned will regularly review the additional support plan.

Please note that this is a positive intervention mechanism and is designed to prevent the breakdown of the pupil's On-site education at the Helix Centre. It is vitally important that parents/carers attend the meeting so that all the relevant information can be shared and the school together with the home can work in partnership to ensure rapid improvement.

Exclusion and Appeal Procedure

Introduction

The Helix is committed to inclusion. Exclusion follows a range of measures that have been tried to improve the pupil's behaviour.

Sometimes incidents of poor behaviour which breach the school's behaviour policy and harm the education or welfare of a pupil or others in school may lead to exclusion from our On-site Education offer.

This procedure outlines The Helix' procedures where exclusion is necessary with reference to Government guidance (for mainstream schools) and best practice on improving behaviour in school.

The main purpose of this policy is not to seek to introduce a prescribed list of sanctions for particular incidents, it is to explain the processes which take place for the exclusion from On-site learning at The Helix.

This policy forms part of the school's Behaviour Policy and should be read in conjunction with other aspects of the policy.

Internal Exclusions (termed 'internal exclusion' in the ladder of consequence)

This sanction will normally be used (if the pupil is willing to comply with the restrictions associated with it) for one or two days for a pupil who has breached the Behaviour Policy in such a way as to make other sanctions less appropriate. Whilst the range of incidents leading to internal exclusion may vary, the common rationale in deciding upon it as an appropriate sanction will be the perceived need to separate the pupil from his or her peers or staff for a fixed period of time. In some cases, internal exclusion may be followed by an external

exclusion following further investigation of an incident. Parents/carers and the MC will not normally be informed about internal exclusions. Pupils will remain on the school site and will remain the responsibility of the school at all times during an internal exclusion.

Fixed-term Exclusions

This sanction will be a fixed period of a number of days or part days when the pupil is not allowed onto the school site owing to a breach of the school policy, one which is deemed more serious than would be the case for an internal exclusion.

Regulations allow Headteachers to exclude a student for one or more fixed periods not exceeding 45 school days in any one year. The limit of 45 days applies to the pupil and not to the institution. Exclusions must always be for a specified period, but the days may not run consecutively for example, exclusion may apply for particular days or lesson times if behaviour is linked to particular lessons or periods of the day (for example, lunch time).

The school has an obligation to provide education while a pupil is on roll and this must be met during fixed-term exclusions. In all cases of more than a day's exclusion, work must be set and marked. The school has a duty to arrange suitable full time **Alternative Education** provision from and including the 6th consecutive day of the exclusion.

Where a looked after child is excluded, provision will be in place from the 1st day of exclusion.

Parents/carers are responsible for their son/daughter during a fixed-term exclusion and are expected to support them to complete any set school work.

Principles relating to Exclusion

- Exclusion will not be imposed in the heat of the moment. A thorough investigation should take place and all evidence must be checked taking account of the school's relevant policies;
- In the case of fixed-term exclusion, pupils will not normally receive a cumulative increase in the length of the fixed-term owing to previous incidents for which have already been given an appropriate sanction;
- Exclusion will not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the issue with the parents/carers are unsuccessful the school will consider whether to contact the Harrow Early Support services for advice or to refer the matter or seek advice from Harrow Council's Children and Families department or from the Harrow Special Education Needs service;
- The School has a legal duty under the Equality Act 2010 not to discriminate against disabled students. The Equality and Human Rights Commission has published guidance which explains and illustrates schools' duties under the Act and The Helix will take account of this guidance;
- The School will be especially sensitive to exclusion issues where looked after children are concerned. The School will try every practicable means to maintain the pupil in school and will seek local authority and other professional advice as appropriate. The relevant local authority as well as a pupil's carer/parent will be kept informed about any external exclusion of a looked after child;
- The School will take account of the guidance on SEN when taking decisions involving pupils with an identified SEN, including those with an Education & Health Care Plan.

The decision to exclude

There are a number of possible factors which mitigate exclusion. For example:

- Provocation e.g. as a result of persistent bullying or racial abuse;
- The pupil's general medical and emotional condition;
- New to the School (possible unawareness of the behaviour code);

- Coercion or being encouraged by others;
- A relatively minor role in the incident compared to others;
- An impulsive act or one committed in the heat of the moment;
- A first offence;
- Previous behaviour and character of the pupil suggesting that repetition is unlikely;
- An apology for the behaviour;
- Showing remorse and willingness to assume responsibility;
- Voluntary co-operation with any required investigation;
- Admission of the offence;
- Readiness to make restitution towards the victim(s).

There are a number of possible aggravating factors which may make exclusion more likely

For example:

- Failing to heed warnings about similar behaviour in the past;
- Previous warnings about the risk of exclusion;
- Premeditated offence;
- Use of a weapon;
- A history of similar incidents.
- Witness intimidation
- The victim(s) sustaining physical injury requiring medical attention;
- The victim being particularly vulnerable for example, a much younger or weaker pupil;
- Significant support from the school to modify his/her behaviour to date;
- Encouraging others to behave inappropriately in relation to the offence;
- Showing no contrition or no willingness to accept responsibility;
- Not co-operating with the investigation, or worse, actively seeking to frustrate it.

This is not an exhaustive list and there may be other situations where the Headteacher judges that exclusion is an appropriate sanction. The decision ultimately belongs to the Headteacher who will make a decision on the circumstances of each individual case.

Exclusion procedure

Most exclusions are of a fixed-term nature and are of short duration (usually between one and five days).

- DfE provisions permit the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year;
- The Management Committee (MC) will review promptly all fixed-term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination;
- The MC will make arrangements to review a fixed-term exclusion which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent/carer has expressed a wish to make representations which consist of a meeting being offered to parents/carers to discuss the exclusion;
- Following exclusion parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the MC and the local authority as set out in the letter;
- A reintegration meeting (return to school) will be held following the expiry of the fixed-term exclusion and this will involve a member of school staff. We expect parents/carers to attend this meeting and to participate in the review/development of plans to support their son/daughter. All pupils returning after exclusion will be placed on report as a support measure.
- The school may arrange for a pupil reintegrating after a period of fixed-term exclusion to be supported by external specialist provision where a specific programme will be

implemented to help meet the pupils' greatest needs with the aim of reducing the likelihood of future exclusion;

- During the course of a fixed-term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility;
- The school will comply with the arrangements for ensuring work is set and marked during any fixed-term exclusion including 6th day provision where applicable. The Helix uses Alternative Provision to facilitate these arrangements as required.

Exclusion Reports will be circulated to parents/carers and MC in good time in advance of the meeting of the MC's Discipline Panel (at least 5 days). As the Headteacher alone has the power to exclude, the MC may not increase the severity of an exclusion but are entitled to receive new information and therefore their reasons for reaching a decision that may be different to that of the Headteacher. The MC will set out reasons for their decision to either uphold the decision to exclude or to overturn it.

Before deciding whether to exclude

Before making the decision to exclude a Helix pupil, the Headteacher will arrange for a thorough investigation and review of the available evidence to take place and will:

Consider all the evidence available to support the allegations taking into account any other relevant school policy;

- Allow the pupil to give her/his version of events. If the pupil refuses to provide a statement, the Headteacher may take a decision based on other relevant information. Pupils will have an opportunity to provide a statement in the presence of an adult. A parent/carer or other person not connected with the school is not entitled to accompany the pupil for this purpose. Reasonable adjustments will be made for any pupil with an identified disability which affects his or her ability to provide a statement.
- Check whether the incident may have been provoked.

If the Headteacher is satisfied that the pupil did what he or she is alleged to have done, exclusion will be the outcome.

It is important to note that this decision will be formed on what is termed the **“balance of probabilities”** and not **“beyond reasonable doubt”**.

Behaviour outside school

Pupils' behaviour outside School on school “business” for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour Policy. Misbehaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion, then the Head may decide to exclude. The school will adhere to the guidance relating to any parallel police investigation.

Drug related exclusions

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the School's published policy on drugs and mood changing substances. The decision will depend on the precise circumstances of the case and the evidence available.

Monitoring and Evaluation

The responsibility for ensuring that the School adheres to this policy and that this policy is periodically reviewed with reference to both Local and National Guidance rests with the Head Teacher and the Management Committee of The Helix Education centre.