

University of Birmingham School Student Behaviour and Exclusions Policy

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1 Introduction to Restorative Approaches

- 1.1 At the University of Birmingham School, we believe that in order to achieve a fair, orderly and positive environment for learning, relationships between all at the school – staff, students, visitors, parents and others – should be rooted in mutual respect, be open and transparent, and inclusive.
- 1.2 We describe this as ‘**restorative**’.
- 1.3 The key restorative principle is:
“All are accountable and responsible for their behaviours and how they affect others. There is always a consequence when a person does not manage his or her own behaviour appropriately”.
- 1.4 This is not an ‘easy option’.
- 1.5 It requires us as a school to support, develop and train all people to be good at managing their own emotions and behaviours.
- 1.6 All need to be clear that if they do not manage their behaviour in an appropriate way, there will be a consequence and it will be addressed, in a restorative way.
- 1.7 The principle of ‘Restorative Approaches’ has a strong track record in schools of preventing and removing conflict¹, so that we try to avoid in all occasions to have to resort to removing or excluding young people.
- 1.8 This is of central importance to us because **a day missed of learning is a day when that young person is not making progress** in securing their own successful future.
- 1.9 A restorative environment also reduces the risk of bullying, and strongly manages any behaviours which are bullying. This ensures that all young people are able to feel relaxed, happy and positive at school, which is an ideal state in which to do one’s best learning.
- 1.10 The School will ensure this all staff have access to a copy of this policy and behaviour management is included in the induction training for all members of staff².

2 What is it?

- 2.1 A restorative approach applies consistent and explicit values, ethos and language to every situation, and ensures that all processes, organisational and decision-making systems in the school meet and reflect these values and our ethos.
- 2.2 By being consistent in all situations, it builds and maintains a strong community approach.
- 2.3 If a relationship breaks down – for example, between a student and a teacher, between two students, or between two teachers – a clear forum and process is in place for repairing that relationship and restoring a positive and agreed way forward.
- 2.4 This forum and process is known as ‘**restorative justice**’.

¹ [Restorative Justice in Schools](#) Hopkins B (Support for Learning Vol. 17 No. 3 - 2002)

² [Teachers are afraid we are Stealing their Strength](#) McCluskey G (British Journal of Educational Studies, 59:2)

² RestorativeJustice4Schools.co.uk

2.5 The benefit of a restorative approach is that it actively pursues an open values-driven community; it is both supportive and challenging.

3 The University of Birmingham School and Character Education

3.1 The School has a close working relationship with Professor James Arthur (Head of the School of Education and Director of the Jubilee Centre for Character and Virtues) at the University of Birmingham who is currently a School governor.

3.2 At the outset the School's extended school day and curriculum has been designed to deliver a bespoke programme of both 'taught and caught' character education.

3.3 Character education is the general term used for all explicit and implicit educational activities that help young people develop positive personal strengths-- what are called '**virtues**'. A character, therefore, consists of a set of virtues that we possess, and these virtues in turn, produce specific moral emotions in us, inform our motivations for doing things, and guide our conduct.

3.4 Character education is more than just a subject. It needs to be nurtured and practised. It has a place in the culture and functions of families, classrooms, and schools. Character education is about helping students grasp what is ethically important in situations, and to act for the right reasons. Students need to decide wisely the kind of person they wish to become.

3.5 In this process, the ultimate aim of character education is the development of **good sense**, or what is called **practical wisdom** - the capacity to choose intelligently between alternatives. This capacity involves knowing how to choose the right course of action in difficult situations, and it arises gradually out of the experience of making choices and the growth of ethical insight.

3.6 Because students spend so much time in schools, our school will intend to provide the opportunities and support for the students to build their character. Character education, therefore, will involve everyone - parents, teachers, students, and members of the wider community. It is an integral part of our school ethos and helps to give the school an 'educational distinctiveness'.

3.7 Our staff will model and teach good character through emphasis on universal virtues that we all share, including honesty, integrity, truthfulness, care, and fairness among others. Character education teaches students to make wise decisions and to act on them. Above all, character needs time to develop through a sustained process of teaching, example, learning, and practice.

3.8 Character education is, we believe, a child's right, and we believe the school and our families are, and should be, concerned about cultivating it in our children.

3.9 The University of Birmingham School will seek to develop, in collaboration with our pupils and students, a shared set of moral, civic and performance virtues (see examples below) that will underpin our School community in action.

Moral Virtues:	Civic Virtues:	Performance Virtues:
<ul style="list-style-type: none"> • Compassion • Empathy • Honesty • Humility • Loyalty • Sensitivity • Responsibility • Generosity. 	<ul style="list-style-type: none"> • Service • Citizenship • Volunteering 	<ul style="list-style-type: none"> • Ambition • Creativity • Curiosity • Determination • Resilience • Self-reliance • Reliability • Self-discipline.

- 3.10 These shared values and behaviours will be at the heart of everything that the staff and students at the school do. They provide a supporting, but also challenging, framework within which all can work.
- 3.11 Running through all these values is COMMUNICATION – LISTENING AND TALKING.
- 3.12 This policy document addresses student behaviour within our ‘**restorative framework**’, linked to character education.
- 3.13 The staffing policy document addresses ‘Staff Behaviour and Restorative Approaches’ is again linked to our focus on character education.

4 Student Behaviour Policy Summary

- 4.1 At the University of Birmingham School we expect high standards of behaviour from all members of the community.
- 4.2 We encourage students to take responsibility for their own actions, both in and out of school, and to consider their impact upon others, as described above.
- 4.3 The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, sexuality, additional education need or disability inline with the Equality Act 2010. They will also ensure that the concerns of students are listened to, and appropriately addressed.

5 Code of Conduct

- 5.1 We will have a ‘Code of Conduct’ that is summarised as follows:
- Come to school ready to learn, dressed appropriately and properly equipped;
 - Treat others with kindness and respect and listen to their opinions;
 - Take personal responsibility for our actions;
 - Move around the school in a careful and considerate way;

- Look after our own property and that belonging to others and the school.

6 Behaviour Management Policy

- 6.1 Parents and carers will be expected to agree to support this policy as part of the '**Home-School Agreement**'.
- 6.2 Staff, students, parents and governors will be fully consulted and involved in the revision of the policy, though the initial policy has been written by the Principal in consultation with the Senior Leadership Team and the Governing Body.
- 6.3 The aim of the policy is to motivate students to behave well through praise and rewards.
- 6.4 There are clear rules that promote a positive working and learning environment and ensure that all students feel safe and secure.
- 6.5 There is an easily understood and proportionate system of consequences and sanctions for unacceptable behaviour, which all staff will apply consistently.
- 6.6 The sanctions for pupils (ages 11 to 16) and students (ages 17-18) which apply when breaches of the Behaviour Policy occur both on beyond the school premises and where it could adversely affect the reputation of the School.
- 6.7 Routines, such as the one below for lessons, will be developed by the Senior Leadership Team, and staff, to ritualise good behaviour for learning and make it easy for students to behave well.

7 Rewards and Sanctions

- 7.1 We believe that students respond best to praise and reward, and that teachers must spend twice the time 'catching students being good' than they do reacting to instances of poor behaviour.
- 7.2 The School will develop, as it grows to full capacity, a culture of celebrating both academic and personal achievement (this is distinct from expected behaviour i.e. attending school when fit to do and following the code of conduct); The School will have a report system for students who consistently and regularly receive verbal warnings.
- 7.3 A student going 'on report' will have specific targets for staff to measure and comment on after each lesson.
- 7.4 The aim of the report will be to encourage character development in a particular virtue or virtues for the student.
- 7.5 Parents will be informed and asked to be an integral part of this process; the role of the Form Tutor here in resolving the issue at hand becomes critical, and they may be supported by the Pastoral and Progress Managers and Head of School (Director of Character Education) as appropriate.
- 8.4 All students and staff will be trained in restorative practice techniques.
- 8.5 This will be used throughout the School in order to repair and build bridges in the area of conflict and establish a strong relationship between parents, carers and teachers.

8 Bullying (see also separate Preventing Bullying Policy)

- 8.1 Bullying in schools is a corrosive influence for the institution and can be devastating for an individual student's well-being.
- 8.2 It is also self-perpetuating in that students respond to the culture they are within and if bullying is prevalent it will inevitably become more prevalent.
- 8.3 The problem of bullying typically occurs when staff are inclined to ignore minor incidents that they are aware of, but do not wish to expend an emotional energy confronting and dealing with.
- 8.4 The consequence of this is that the student bully receives a message that low-level bullying is acceptable.
- 8.5 When out of view of teaching staff more serious bullying will then occur.
- 8.6 The solution is for the staff of the University of Birmingham School, with the full support of the Senior Leadership, is to take a 'zero tolerance' approach to behaviour that devalues any student as an individual.
- 8.7 If teaching staff perceive the behaviour of a student as negative and consequently degrading the experience of school for another student, they will be challenged immediately.
- 8.8 Anything short of this is being complicit with the bully.
- 8.9 This action can be difficult for staff who may require support through appropriate training.
- 8.10 Equally students will be encouraged to stand up against any form of bullying they see and the subject will be regularly discussed in Tutor Groups and/or College (House) meetings and School assemblies.
- 8.11 This will allow those who would potentially perpetuate bullying to have a clear understanding of what bullying is and that other students are looking out ready to identify it.
- 8.12 Pupils and students will be given instruction and counsel around bullying both in handling it and being a support to another student – this will be part of the School's '**Personal Learning and Development Programme**'.

9 Exclusions Policy

- 9.1 The School's 'Exclusions Policy', which follows Department for Education guidance ([Exclusion From Maintained Schools, Academies and Pupil Referral Units](#) – updated February 2015), has been written and approved by the School's Governing Body.
- 9.2 The Principal will always act in accordance with the law on exclusions and, along with the Governing Body, will have due regard to any guidance issued by the Secretary of State when implementing the procedure for exclusions.
- 9.3 Students who are identified as being vulnerable to exclusion will be supported through provision identified in SEN and/or pastoral support systems.

- 9.4 The emphasis will be on seeking to find ways to support students to maintain the high standards of behaviour expected, with exclusion, temporary or permanent, being seen as a last resort when all other interventions have been exhausted.
- 9.5 It is the duty of the Principal and Governing Body to ensure that the interests of the safety of students and staff and the quality of the learning environment are always the primary considerations and to resolve appropriately conflicts between the needs of the individual student and those of the full school community.
- 9.6 The School's policy and procedures ensure that parents are able to take an appeal about exclusion to an independent appeal panel.
- 9.7 The School will have a service level agreement with the local authority for use of the independent appeals panel established locally with suitably trained panel members and clerk.
- 9.8 The constitution and functioning of any independent appeal panel will be in accordance with the Secretary of State's guidance on exclusions with respect to Academy and Free Schools.

10 Roles and Responsibilities

- 10.1 Everyone in the school will have a part to play in maintaining high personal standards of behaviour:
- Pupils and students must follow the Code of Conduct;
 - Teaching and professional services staff will endeavor to create an environment in which all have the opportunity to achieve their potential;
 - Subject leaders have responsibility to support pupil and students' work-related problems within their department;
 - Form tutors monitor the academic and social progress of their students;
 - Form tutors are also a point of contact between parents, school and other agencies and are responsible for the overall development of students in their form.
- 10.2 Our approach to behaviour and conduct is part of our wider ethos of encouraging character development in all our students, and as such is central to all that the University of Birmingham School does.

11 Mobile Phone Policy

- 11.1 Whereas many schools ban students from bringing mobile phones to school, we do not feel this to be an appropriate approach for our pupils and students.
- 11.2 We appreciate that many parents want their children to have phones for safety reasons and ease of contact.
- 11.3 We also want to encourage our students to embrace new technologies, recognising that smart phones can and do have their place in 21st century education.

- 11.4 However, while we are happy to encourage our students to make the very most of such technology as an aid to learning, we also make it clear to them that phones should be switched off and not visible during lessons, **unless the class teacher specifically gives permission for them to do otherwise.**
- 11.5 Outside of lesson no sound or visual recording using electronic equipment is allowed on the School premises or whilst on School trips.
- 11.6 On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator.
- 11.7 However, students are not permitted to use their text or email personal messages during lessons.
- 11.8 They are also not permitted to record/video parts of lessons without the express permission from the teacher.
- 11.9 If a teacher feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher may confiscate the phone and the student will have to collect it from Reception **at the end of the school day.**
- 11.10 This sanction will be recorded on the student's School behaviour record and contact home will be made in response to repeat offenders.
- 11.11 Continued misuse of mobile phones following parental involvement may result in a student being banned from bringing their phone into school.
- 11.12 Should any student respond inappropriately to a teacher's decision to confiscate a mobile phone, sanctions will follow in line with the School's Behaviour Policy.

12 Recording and Monitoring Incidents

- 12.1 Investigating, monitoring and recording incidents highlights the importance that the School places on tackling discriminatory behaviours, particularly as it undermines our core character education ethos.
- 12.2 Actively investigating and monitoring incidents prevents an escalation of such behaviours and promotes the message that bullying or other forms of discrimination of any type will not be tolerated.

13 Interrelationship with other School Policies

- 13.1 In order for the Behaviour Policy to be effective, a clear relationship with other school policies, particularly the Drug Education Policy, Equality Plan, SEND and Inclusion Policy, Mobile Phone Policy, the School Preventing Bullying Policy and Sex and Relationships Policy
- 13.2 This policy should also be read in conjunction with the Safeguarding Policy and our 'Use of Reasonable Force Policy- Positive Handling'.

14 Review of the Behaviour Policy

- 14.1 The Governors' Pastoral Liaison Committee is responsible for the monitoring and review of the School's Behaviour Policy to ensure its continuing appropriateness and effectiveness.

- 14.2 The Parent and Carer Association may also be used to review the policy and/or be consulted on behaviour and behaviour management.

15 Appendix 1 - Code of Conduct

- 15.1 At the University of Birmingham School we have high expectations of each other's behaviour on and off the premises.

- 15.2 This code of conduct shows what we expect of each other.

Come to school ready to learn, dressed appropriately and properly equipped

- a) Arrive on time for school and lessons.
- b) Wear the correct uniform neatly with shirt tucked in and no make-up. Remember that a smart appearance helps create a good image for yourself and for the school.
- c) A maximum of one stud per ear, worn in the lobe, is the only acceptable jewellery.
- d) Coats should only be worn at appropriate times.
- e) Prepare for lessons and bring all you need for them.
- f) Stay in the correct areas of the school grounds.
- g) Follow the guidelines on jewellery in the school Dress Code and avoid extreme hairstyles etc. If you are not sure what will be acceptable, ask your Head of Year or Form Tutor.
- h) Outdoor coats should not be worn in class.
- i) Look after your own belongings and respect those of other people.

Treat others with kindness and respect and listen to their opinions

- a) Speak to others in a way that will not offend.
- b) Listen to others' opinions - everyone is an individual.
- c) Treat others the way you would like to be treated.
- d) Respect the feelings and property of residents when travelling to and from school.

Take personal responsibility for your actions

- a) Deal with conflicts without violence.
- b) Tell the truth - own up if you do something wrong.
- c) Keep promises.

Move around the school in a careful and considerate way

- a) Enter and leave school sensibly; do not run out of the drive.
- b) Walk on the left-hand side of corridors and obey any one-way system.
- c) Be calm around the school grounds and keep to paths.
- d) Go to lessons promptly.
- e) Open doors for others.
- f) Be safe on the way to and from and in School
- g) Wheel your bicycle on the school grounds and always wear a helmet on the road.
- h) Walk on the left in corridors and especially stairways.

- i) Leave toilet areas clean and tidy and encourage others to do the same.
- j) Help keep the school site and the surrounding streets attractive by not dropping litter; use the bins provided.
- k) Finish eating and drinking before going to lessons. You may drink bottled water during lessons, except in areas such as Science, Design Technology and Computer Rooms.
- l) Dispose of any chewing gum properly, **before** you go into the school buildings.
- m) Smoking is not allowed on school premises or buses.
- n) Non-Sixth Form students should not smoke on the way to and from school.
- o) Sixth Form students should not smoke in the immediate vicinity of the school.
- p) Do not bring dangerous items to school, such as matches, knives or fireworks.
- q) Only use water-based correction fluid.
- r) If you bring medication to school, hand it in to the School Office. Remember that the Office can only give you other medicine, such as painkillers if they have first received written permission from a parent/guardian.

Look after our own property and that belonging to the school and others

- a) Respect and take care of other people's work on display.
- b) Return anything that you borrow.
- c) Hand anything you find to the office.
- d) Put all rubbish in a bin.
- e) Do not bring chewing gum into school.
- f) Only eat in the dining room or outside the buildings.
- g) You may choose to bring items to school for your personal convenience or recreational use at break or lunchtime – e.g. pagers, phones, MP3/CD players or electronic games. You must ensure that these never disturb a lesson. These devices should be switched off in lessons and should not be visible. Failure to do this may result in confiscation and a parent may be asked to come into school to collect the confiscated item. Remember that these are valuable items and keep them with you or leave them in a secure locker. The school cannot take responsibility for damaged or stolen property if you have not taken reasonable care of them.

We are committed to being a safe and healthy school where anything unlawful is also unacceptable

16 Appendix 2 - Expectations for Learning in Classrooms

- 16.1 We all have a responsibility to make sure that we can all learn well in lessons.
- 16.2 The following list shows what we **must** do:
 - a) Arrive promptly and enter the classroom quietly and sensibly when told
 - b) Put your bag on the floor and settle quickly to work

- c) Always bring the correct equipment
- d) Hand in homework on time and make sure it is done as well as you can
- e) Listen carefully to your teachers, follow their instructions and allow others to concentrate
- f) Always try to answer questions from your teachers
- g) Always try your best, be enthusiastic about and complete all the tasks you have been set
- h) Co-operate with your teacher and others in the class
- i) Face your teacher when s/he is talking
- j) Be courteous when you want to ask or answer a question
- k) Take part in class and group discussions, make your own contributions and listen to other students, showing respect for their views.
- l) Ask for help if you do not understand or if you are not sure what to do.
- m) Complete and hand in all your homework and Independent Learning Projects on time.
- n) Pack away at the end of a lesson only when told to do so
- o) Make sure the room is tidy and ready for the next lesson
- p) Leave the room quietly and sensibly
- q) In practical areas, obey all safety rules and use appropriate safety equipment.

17 Appendix 3 – The Classroom Covenant

- 17.1 I have a right to be treated with kindness and respect. This means no one will laugh at me, ignore me or hurt my feelings.
- 17.2 I have a right to be treated as an individual in this room. This means that no-one will treat me unfairly because of my age, appearance, race, colour, beliefs, accent, sex or ability.
- 17.3 I have a right to be safe in this room. This means that no-one will hit me, push me, taunt me or hurt me in any way.
- 17.4 I have a right to learn about myself in this room. This means I will be free to express my feelings and opinions in a sensible way, without fear of being interrupted or ridiculed and to ask questions if I do not understand.
- 17.5 I have a right to be valued and respected.
- 17.6 I have the responsibility of ensuring that my behaviour allows these rights to be met for everybody in this room.

18 Appendix 4 - Guidance for Staff on Approaches, Rewards and Sanctions

- 18.1 Teachers will greet pupils by standing at the door at the start of the lesson, with a clear view of the corridor; pupils will be expected to line up outside the classroom before a controlled entry.
- 18.2 Uniform is checked and as required, challenged at this point.
- 18.3 Pupils will always get their planners out to place on the desk for recording merits and homework.

- 18.4 At the end of the lesson, pupils will pack away when asked and stand quietly behind their chairs until asked to leave.
- 18.5 Pupils will leave by a controlled exit, with the member of staff in the doorway with a clear sight of the corridor.
- 18.6 **Rewards**
- a) Classroom discipline is the responsibility of the classroom teacher and the atmosphere in each room is largely determined by the personality of the member of staff.
 - b) There is no hard and fast formula for creating the ideal environment but well-structured lessons, delivered with good humour and pace at a level the students understand, help to create an atmosphere where learning takes precedence over boredom and disruption.
 - c) We believe that students respond best to praise and reward.
 - d) Praise can be given by a smile or gesture; verbal praise is very important.
 - e) Positive comments on written work are also effective rewards, as are comments to parents in planners.
- 18.7 **Unacceptable Behaviour – Actions**
- a) Sometimes, a pupil will be considered to have behaved in an unacceptable manner. The principles with which we manage this are restorative. It is acknowledged that sometimes students with learning difficulties and disabilities will display behaviour which would normally result in disciplinary action, but that it may be more useful to deal with these matters outside these procedures.
 - b) All staff and students are responsible for responding to incidences of disruptive or unacceptable behaviour, including poor academic progress, in a consistent and appropriate manner. The University of Birmingham School works best when the whole community works together. We are clear that individuals must take responsibility for their actions.
 - c) A restorative approach involves a conversation which allows everyone affected by harmful behaviour, a conflict situation, or a problem, the opportunity to express thoughts and feelings about what has happened, explain how they have been affected by it, and what they feel needs to happen in order to repair the harm. This allows individuals to move on and separate the act of an individual from them as a person. It encourages a learner to rethink their behaviour patterns in terms of academic progress.
 - d) Excellent teaching and learning are clearly at the heart of much positive behaviour in the classroom. There will though be occasions that a pupil, or students, present issues that are not only disrupting their own learning, but that of their classmates. We recognise the need for a range of carefully measured actions to reinforce our expectations when students let themselves down. Teachers will use the following strategies within the classroom:
 - warning about behaviour
 - move seats within the room
 - cooling off outside the classroom (2 minutes maximum)

19 Appendix 5 - Exclusions

19.1 At the University of Birmingham School exclusions are used as an ultimate sanction when all other avenues have been thoroughly explored. It is acknowledged that initial exclusions can have a positive effect upon the pupil concerned but that further and longer exclusions are usually to benefit or safeguard the quality of education provided to the rest of the school.

19.2 Exclusion is a disciplinary sanction to be used only by the Principal or a member of the Senior Leadership Team where he or she is acting in the Principal's absence.

19.3 Internal Exclusions

- a) An internal exclusion is used when a severe sanction is required but when the school believes that a fixed term exclusion would not be the most appropriate course of action.
- b) Possible reasons for an internal exclusion might include:
 - Disobeying a direct instruction from a member of staff;
 - Refusal to comply with instructions from a member of staff;
 - Serious misbehaviour such as disruption of a lesson, fighting, rudeness to a member of staff etc.
- c) When the safety of the student or of others is a concern.
- d) Parents will always be contacted by phone if a student is given an internal exclusion. If necessary, parents may be asked to attend an interview with the Progress and Pastoral Manager should the nature of the misbehaviour be ongoing. In such cases the student will also be expected to attend the interview.

N.B. On occasions, it may be necessary to isolate a student pending investigations into an incident. This should not be confused with an internal exclusion. However, the student will continue to complete work set while the investigation is ongoing.

19.4 Fixed-term Exclusions

- a) A decision to exclude a pupil should be taken only:
 - In response to serious breaches of the 'School's Behaviour Policy';
 - If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.
- b) Arrangements for re-admitting students after exclusion will include receipt of work completed during exclusion.
- c) Governors must meet to decide whether to uphold decisions to exclude for long periods. Students must not remain out of school for more than 15 days without a clear plan for reintegration.
- d) An excluded student is not allowed to come into school or its vicinity for a fixed number of days. Work will be set but this must be collected from the school and delivered back for marking.
- e) Parents will always be contacted by phone where possible and then by letter.

- f) In most circumstances we arrange an interview with the Head of School or Progress and Pastoral Manager before re-admission. On these occasions we ask that parents are accompanied by their child, so that we can discuss the incident and its consequences before he or she returns to school.
- g) Exclusion is only used for serious breaches of discipline. A decision whether or not to exclude will always take into account the student's previous behaviour record. The length of the exclusion will depend on the particular circumstances of the case.
- h) It is the responsibility of parents to ensure that excluded students remain at home and do not, under any circumstances, come into the vicinity of the school during their period of exclusion.
- i) No student will normally be given more than three fixed period exclusions. Before return to school from a third exclusion, we ask parents and child to meet with the Principal to discuss future behaviour. Any further serious misbehaviour may result in permanent exclusion or a Managed Move to an alternative school.

19.5 Managed Move

- a) In extreme circumstances the school may discuss with parents the need to carry out a Managed Move for their child.
- b) This is suggested as a way of avoiding a Permanent Exclusion and of providing students whose behaviour has either been repeatedly below expectation or has been extreme, this is an opportunity to have a fresh start.
- c) A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a twelve week trial basis before the student is formally taken on to the roll of the new school.
- d) During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

19.6 Permanent Exclusions

- a) A decision to exclude a child permanently is the most severe sanction available to the School.
- b) It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.
- c) It is reserved for the most grave or repeated breaches of discipline, where the Principal feels that the relationship between school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.
- d) Parents have the right to appeal against the Principal's decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.
- e) It is an acknowledgement by the School that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.
- f) There will however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a first offence.
- g) These might include:
 - Serious actual or threatened violence against another pupil or a member of staff
 - Unprovoked verbal (including racial and homophobic) attacks on another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying, smoking (including the use of e-cigarettes), inhaling or swallowing of any prohibited substances by students
 - Carrying of cigarettes, illegal and dangerous items, alcohol and any other drugs, together with matches, fireworks or any other dangerous items and offensive weapons
 - Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)
- h) These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.
- i) School sanctions will be enforced if such behaviour occurs on the School premises, whilst representing the School (e.g. on School trips and sporting fixtures) or, on the way to and from School.
- j) In cases where a Principal has permanently excluded a pupil for one of the above offences; the Secretary of State would not normally expect the Governing Body or an Independent Appeals Panel to overturn the decision to exclude.

20 Appendix 6 - Solving Problems to Prevent Behaviour Issues Escalating

- 22.1 The University of Birmingham School believes that by working together, we can solve the majority of problems related to behaviour and discipline.
- 22.2 If you feel there is such a problem, please contact us immediately; don't wait and hope that it will sort itself out.
- 22.3 If you have concerns about under-achievement, misbehaviour, bullying or reluctance to come to school, please let us know.
- 22.4 If you are a student, talk to a member of staff – your Form tutor, Pastoral and Progress Manager or whomever you feel most comfortable.
- 22.5 If you are a parent, please ring us and ask for the Head of School or Pastoral and Progress Manager or, if academically related, the appropriate Subject Leader.
- 22.6 'Bottling up' a problem will only make it worse than it is – talk to us, and together we will find a way to put things right.