



BEHAVIOUR & ANTI-BULLYING POLICY

Senior member of staff responsible: Mr P Lowe-Werrell, Headteacher
Designated members of staff: Mr M Jervis, Assistant Headteacher
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POSITIVE BEHAVIOUR POLICY



This is an abridged version of the full Behaviour Policy. All staff are expected to read the full document.

This policy is based upon our school ethos and values. These are:



Our Aim

We want our school to be a safe, respectful, and positive place where everyone can learn and succeed. Respect underpins this policy: it must be mutual, earned, and demonstrated consistently by all members of the school community. Staff and pupils should expect respect, but must also work hard to earn it through their actions, language, and relationships.

We recognise that pupils are responsible for their own behaviour, but also that they will make mistakes. It is the role of staff to guide, support, and advise them towards making socially appropriate choices. Good choices are rewarded; poor choices have proportionate consequences. Everyone enjoys the right to feel safe, and with that comes the responsibility to ensure others feel safe too.

Our Expectations

- **Be Ready** – Arrive on time, with the right equipment, ready to learn.
- **Be Respectful** – Treat everyone kindly, use polite language, and look after our school.
- **Be Safe** – Move calmly, follow instructions, and keep hands, feet, and objects to yourself.

Purpose and Scope

This policy sets out our approach to promoting positive behaviour, maintaining high standards, and ensuring a safe, respectful learning environment for all pupils. It applies to:

- All pupils on roll
- All staff, governors, and volunteers
- All school activities, on and off site

It also applies to behaviour:

- During any school-organised or school-related activity
- While travelling to or from school

- When wearing school uniform or otherwise identifiable as a pupil of the school
- At any time where behaviour could:
 - Have repercussions for the orderly running of the school
 - Pose a threat to another pupil or member of the public
 - Adversely affect the reputation of the school

Core Principles

1. High Expectations – Clear, consistent standards and routines for behaviour, attendance, and safeguarding. Staff model and reinforce expectations that promote safety, wellbeing, and full participation in school life.
2. Positive Culture – Recognition and praise for pro-social behaviour, regular attendance, and contributions to a safe and respectful environment. Pupils are encouraged to speak up and support one another.
3. Early Intervention – Timely support for pupils at risk of disengagement, persistent absence, or safeguarding concerns. Staff are trained to identify early warning signs and respond with appropriate pastoral and external support.
4. Inclusivity – Adjustments for pupils with SEND, SEMH needs, medical conditions, or vulnerabilities linked to safeguarding. Every child is valued and supported to thrive in a safe, nurturing setting.
5. Collective Responsibility – Staff, pupils, and parents work together to uphold safeguarding and attendance as shared priorities. Open communication and collaboration ensure that no child slips through the net.
6. Respect, Support, and Honesty – These values are central to all relationships. Staff use consistent, positive, and motivational language, avoid sarcasm or demeaning comments, and plan alternatives to confrontation.

Practical Guidance for Staff

- Use the same consistent language across the school to reinforce expectations.
- Give time and opportunities for pupils to find a resolution after conflict.
- Plan your language to be positive and motivational.
- Apply consistent rewards and sanctions and follow through on consequences.
- Model the behaviour you expect, including calmness, courtesy, and fairness.

Legislative and Guidance Framework

This policy is informed by:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2024)
- *Working Together to Improve School Attendance* (Statutory from August 2024)
- *Keeping Children Safe in Education* (DfE, 2025)
- Equality Act 2010
- SEND Code of Practice (2014)
- *Use of Reasonable Force in Schools* (DfE)
- UN Convention on the Rights of the Child

Teachers' Standards

Teachers:

- Have clear rules and routines for behaviour in classrooms and around the school
- Promote good and courteous behaviour in line with this policy
- Maintain high expectations and apply praise, sanctions, and rewards consistently and fairly
- Manage classes effectively, using approaches appropriate to pupils' needs
- Maintain good relationships with pupils, exercising appropriate authority and acting decisively when necessary

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. They act with honesty and integrity, maintain strong subject knowledge, and build relationships rooted in mutual respect.

Promoting Positive Behaviour

We reinforce good behaviour by ensuring that:

- Correct choices are rewarded
- All members of the school community use appropriate language
- Inappropriate physical contact is never tolerated
- Disruption to learning is dealt with robustly and consistently
- Anti-bullying is given the highest priority

- Damage to property is dealt with seriously (this applies to mobile phones, but the school does not accept responsibility for any costs incurred)

Respect

- Respect must be mutual and earned
- Teachers develop positive relationships to achieve the highest standards
- Pupils are responsible for their own behaviour; staff guide and support them to make appropriate choices
- Good choices are rewarded; poor choices have proportionate consequences
- Everyone has the right to feel safe and the responsibility to ensure others feel safe

Rewards and Sanctions

- Rewards: Verbal praise, achievement points, certificates, leadership roles
- Sanctions: Warnings, loss of privileges, restorative conversations, detentions, and, where necessary, suspensions or exclusions in line with DfE guidance
- All sanctions are proportionate, recorded, and communicated to parents

Responding to Behaviour of Pupils with SEND

- Reasonable adjustments will be made in line with DfE guidance
- Behaviour support plans will be co-produced with parents and relevant professionals
- Staff will follow a graduated approach (Assess–Plan–Do–Review)
- EHCPs will be considered when planning interventions
- Staff receive training to differentiate behavioural responses for neurodiverse pupils

Restorative Practice

- Staff work to repair and restore relationships after incidents
- Pupils are given opportunities to make amends and re-engage positively
- Follow-up is consistent, focusing on behaviour not personality
- Example: After a conflict, pupils may be invited to a facilitated conversation where they reflect on the impact of their actions, listen to others, and agree on steps to repair trust

Language and Communication

- Staff use consistent, positive, and motivational language
- Rules are reinforced regularly and 'Ready, Respectful and Safe' promoted in every classroom
- Staff actively teach and model expected behaviours
- Language is planned to be positive, avoiding sarcasm or demeaning comments

Safeguarding Links

- Behaviour concerns may indicate safeguarding issues, including emotional distress, neglect, abuse, exploitation, or peer-on-peer harm. Staff are trained to recognise patterns of behaviour that may signal a child is at risk.
- All staff follow *Keeping Children Safe in Education 2025* protocols, including reporting concerns promptly to the Designated Safeguarding Lead (DSL) and maintaining accurate records (via CPOMS).
- Behaviour incidents are considered within the wider safeguarding context, and staff are expected to exercise professional curiosity when pupils present with sudden changes in conduct, attendance, or engagement.
- The school promotes a culture of vigilance, where safeguarding is everyone's responsibility and behaviour is monitored as part of our duty to protect pupils from harm.
- Where appropriate, behaviour concerns are escalated to external safeguarding partners, including Early Help, Children's Social Care, and the Police.

Attendance and Behaviour Alignment

- Attendance is monitored daily; patterns of absence are addressed swiftly
- Behaviour and attendance data are reviewed together to identify underlying issues
- Parents are engaged early, with clear expectations for their role in supporting behaviour and attendance

Involvement of Outside Agencies

The school works positively with external agencies (e.g., Educational Welfare Officer, school nurse, Early Help,

Emotional Health and Wellbeing Services) to ensure the needs of all pupils are met.

Training

The governing body ensures high-quality training on all aspects of behaviour management, including:

- De-escalation techniques
- Restorative practice
- Attendance improvement
- SEND and SEMH strategies

Monitoring, Evaluation, and Review

- Reviewed annually by the governing body
- Behaviour and attendance data reported termly
- Feedback from pupils, parents, and staff informs updates
- Pupil voice is gathered through surveys and school council
- Data informs CPD and curriculum planning

Parent Partnership Statement

We believe that behaviour is a shared responsibility. Parents are supported to reinforce expectations at home, and we work together to ensure every child feels safe, respected, and ready to learn.

Mary Webb School and Science College has a zero-tolerance approach to bullying in any form. We are committed to creating a safe, respectful environment where all members of our community can learn and thrive. As part of this commitment, we actively promote the principles of the Anti-Bullying Alliance and follow the Department for Education's Preventing and Tackling Bullying guidance. This public pledge reflects our determination to address any concerns swiftly, support those affected, and work proactively to prevent bullying through education, early intervention, and a whole-school culture of respect. (See full policy, Appendix 9.)

Routines

Classroom

- be met at the door by their teacher (who has a duty to ensure routines are applied consistently);
- line up except when otherwise directed;
- be in a seating plan based on teaching and learning criteria (subject leader should hold a copy);
- have the correct equipment out (tutors will check on a regular basis);
- be registered in the first ten minutes using Arbor;
- write homework into planners, word for word, in the first half of the lesson - this will be displayed on the board by the teacher and recorded on Go 4 Schools;
- expect lesson objectives/outcomes noted on the board or described to the class
- pack away when directed by the teacher;
- look smart and tidy (*Appendix 5: Uniform Policy*);
- stand behind chairs quietly;
- wait to be dismissed by staff, not the bell, a few at a time especially in bottle neck areas such as the Computer Science room;
- be directed by the teacher to ensure the room is clean and tidy;

Corridors

- walk on the left during busy periods;
- expect to see staff monitoring corridors between lessons;
- not loiter - brisk movement from one lesson to the next;
- use toilets at the beginning and end of social times to avoid lateness to lessons;
- look smart and tidy.

Social time use social time positively by attending clubs/activities;

- go outside on the yard or field if the weather is fine (unless using the library);
- use the canteen and hall if wet break or lunchtime (unless using the library);
- not sit or stand near the fence running along Bogey Lane;
- avoid areas of low visibility such as behind the skips;
- use the toilets at the beginning and end of social times;

- not loiter in the corridors;
- use lockers to keep items safe and secure;
- look smart and tidy.

Examples of Types of Misbehaviour

The level of the misbehaviour gives an indication of the procedure for dealing with it and the type of sanction it will incur. Please see the 'Behaviour System Flow Chart' (*Appendix 2, page 15*).

Please note that the **lists are not exhaustive** and the absence of a particular behaviour from this list does not mean there will be no sanction. In addition, behaviour at one level may be found to be more serious if it is repeated and becomes persistent. Subject areas will need to ensure they have clearly defined actions to deal with behaviour at levels 1, 2 and 3.

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| Level 1 Behaviour issues that need to be reported for information only. Issues will be resolved by subject teachers, tutors, teaching assistants, administrative staff, technicians and duty staff. Such incidents must be reported via Go4Schools. They are for information only. The issue will have been resolved by the member of staff reporting the incident. | |
| Examples of typical Level 1 behaviours <ul style="list-style-type: none"> ▪ Not following instructions (Social time) ▪ Lack of concentration ▪ Inadequate work ▪ Shouting out in class ▪ Failure to bring equipment, including PE kit ▪ Dropping litter ▪ Eating/Chewing gum ▪ Incorrect uniform ▪ Failing to do homework ▪ Late for lesson (<i>this should be recorded on registers</i>) ▪ Inappropriate use of mobile devices ▪ Throwing things ▪ Accidental damage ▪ Low-level bullying – words, peer pressure, recent, minor. ▪ Possession/consumption of energy drinks | Recommended actions/sanctions <ul style="list-style-type: none"> ▪ Apology ▪ Verbal reprimand ▪ Repeat / complete work ▪ Short detention ▪ Temporary confiscation (lesson) ▪ Written in planner ▪ Low level bullying – warning, apology, recorded on Sims. ▪ Confiscation/disposal |
| Level 2 Behaviour issues that are dealt with at subject area / duty team / tutor level. These will cover Level 1 issues that have been repeated and behaviours that are more serious than those described at Level 1. Subject leaders, duty team leaders and Heads of Years (HoY) should be involved at this stage and resolve the issue. Information must be recorded on Go4Schools. | |
| Examples of typical Level 2 behaviours <ul style="list-style-type: none"> ▪ Ignoring instructions (Social time) ▪ Disruption to learning ▪ Dangerous behaviour ▪ Inappropriate language ▪ Refusal to work ▪ Persistent homework failure ▪ Persistent lateness to lessons | Recommended actions/sanctions <ul style="list-style-type: none"> ▪ Apology ▪ Verbal reprimand ▪ Subject detention ▪ Removal from lesson – subject area ▪ Subject report ▪ Contact with home - telephone or letter ▪ Subject area 'community' service |

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| <ul style="list-style-type: none"> ▪ Minor damage – generally accidental / thoughtless/graffiti ▪ Persistent defiance ▪ Truancy ▪ Missed detention ▪ Walked out of class (inform reception) ▪ Persistent lack of equipment ▪ Continued bullying | <ul style="list-style-type: none"> ▪ Head of Years (HOY) detention ▪ Confiscation – parents to collect ▪ Managed move within their subject area ▪ Lunch detention with HoY for out of lesson issues ▪ Written in planners ▪ Continued Bullying – HOY detention, monitoring card, parental contact, bullying log, recorded on Sims, apology, restorative justice |
| <p>Level 3</p> <p>Behaviour issues that are referred by subject / duty leaders to Heads of Years and/or the SLT. These will cover Level 2 issues that have been repeated and behaviours that are more serious than those described at Level 2. Subject/duty leaders should record incidents on Go4Schools and Heads of Years and/or SLT should ensure Level 3 issues are resolved.</p> | |
| <p>Examples of typical Level 3 behaviours</p> <ul style="list-style-type: none"> ▪ Persistent defiance (Social time) ▪ Persistent disruption to learning ▪ Abusive language ▪ Deliberate damage/vandalism/graffiti ▪ Theft ▪ Smoking/vaping ▪ Aggression - verbal and physical ▪ Going off site ▪ Persistent Bullying – Physical violence, cyber-bullying, taking/stealing items, intimidation | <p>Recommended actions/sanctions</p> <ul style="list-style-type: none"> ▪ Removal from lesson – SL/HOY/ SLT ▪ Contact with home ▪ Parental interview ▪ School detention – loss of social time (breaktime and dinner with HOY) ▪ School report ▪ Managed Move – outside of the subject area ▪ Financial restitution ▪ Internal exclusion ▪ Community service ▪ Pastoral Support Plan ▪ Persistent Bullying – Isolation, suspension, letter home, HOY detention, parents meeting, removal of privileges (Trips/lunchtimes), community service, Police involvement |
| <p>Level 4</p> <p>Cumulative behaviour issues and serious individual behavioural issues. These will be referred straight to SLT. The member of staff referring the incident is responsible for recording the incident on Go4Schools and HOY and senior leaders are responsible for resolving the issue.</p> | |
| <p>Examples of typical Level 4 behaviours</p> <ul style="list-style-type: none"> ▪ Persistent attendance/truancy issues and ignoring SLT requests to return to lesson or timetabled intervention, or go to PLC or the 'The Space'. ▪ Prolonged/Persistent disruption to learning ▪ Defiance with inappropriate aggressive response - Verbal/physical (Social time) ▪ Drugs offences ▪ Alcohol ▪ Persistent smoking ▪ Theft ▪ Violence/assault (physical/sexual) | <p>Recommended actions</p> <ul style="list-style-type: none"> ▪ Immediate phone call home and request to meet parents ▪ Parental interview ▪ School detention – social isolation ▪ Internal exclusion ▪ Suspension (followed by a reintegration meeting with parents/carers and a day in isolation on returning to school) ▪ Involvement of inclusions service ▪ Permanent exclusion ▪ Prolonged Bullying – Suspension, permanent exclusion, counselling, Police involvement |

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| <ul style="list-style-type: none">▪ Abusive and threatening language (Staff)▪ Arson | |
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| <ul style="list-style-type: none"> ▪ Continued damage/vandalism/graffiti ▪ Racist/discriminatory behaviour/language ▪ Any form of sexualised behaviour, including sexual harassment, sexual violence, or harmful sexual behaviour, will be addressed in line with our <i>Child-on-Child Abuse Policy</i> (most recent version) and the statutory guidance in <i>Keeping Children Safe in Education 2025</i>. ▪ Prolonged bullying – persistent threatening behaviour, physical/mental intimidation | |
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Appendix 1: Rewards System

Appendix 2: Details on Procedures for Specific Sanctions

Appendix 3: Searching and confiscation

Appendix 4: Restraint and Physical Contact

Appendix 5: Positive Behaviour Support: ‘When the adult changes everything changes’
(*Paul Dix 2017*)

Appendix 6: Policy Energy/Carbonated Drinks and Vapes

Appendix 7: Mobile phones in school

Appendix 8: Anti-Bullying Policy

Appendix 9: Parents’ guide to handling behaviour: Frequently asked questions

Appendix 10: Moving to another school

Rewards System

Celebration of Good Behaviour and Achievement

We are delighted to introduce a new rewards system at Mary Webb School, designed to celebrate excellent attendance, positive behaviour, academic effort, and personal growth among our students.

How It Works:

At the end of each lesson, teachers will award one **standard point** to students who meet key classroom expectations—such as arriving on time, being prepared with the correct equipment, and engaging positively with their learning.

Students who go above and beyond—demonstrating exceptional **resilience, respectfulness, supportiveness, or curiosity**—will receive **‘Exceptional Work’** earning **5 reward points**. For every five reward points earned, students will unlock a special **‘Posi’ note** from their teacher. These reward points are logged on your child’s **Go4Schools** account and are also celebrated during tutor time each week, when tutors award additional ‘Posi’ notes. One student from each year group will also be recognised as the **‘Mary Webber of the Week’**.

We encourage students to take their ‘Posi’ notes home to share and celebrate their achievements with family. At the end of each half term, all collected ‘Posi’ notes will be entered into a **raffle** during a special **celebration assembly**, where several students will win **Amazon vouchers**. Subject-specific certificates will also be awarded, and outstanding students will be featured on our **‘Star Board’** displays outside each department.

For those who go above and beyond, the rewards don’t stop there!

- **Top achievers** each half term will be treated to a special **afternoon tea with our headteacher**, celebrating their dedication to excellence.
- At the **end of the academic year**, students who consistently embody our school values will be rewarded with an **exciting trip**, acknowledging their commitment to outstanding behaviour and achievement.

This system ensures that **every point earned counts** toward fantastic prizes and meaningful recognition throughout the year. We hope this initiative will inspire our students to strive for their best while reinforcing positive habits and attitudes.

The following should also be used as part of normal everyday practice. Some listed are dependent upon individual departmental practice.

- Verbal praise
- Written praise in books
- Display of work
- Telephone calls home
- Mention in assembly
- Exceptional work, visit to Headteacher
- Certificates for specific achievements

Details on Procedures for Specific Sanctions

1. Break / Lunch Detentions

These will usually be supervised by the teacher giving the detention or by other members of the same department by arrangement.

Where supervision becomes a challenge, staff can use the school's centralised detention which takes place at breaktime and dinnertime in GP1 supervised by SLT. A GP1 can be given if a student:

- Has incorrect or missing uniform
- Regularly arrives late to lesson
- Persistently shows a lack of respect

2. Additional School Lunchtime detentions with Subject Leader/Head of Years (SL/HOY) *(see Appendix 7)*

- These should be issued for continued defiance and lack of respect in class or social time.
- Students can be put into lunchtime detentions by SL/HOY.
- Clear sanctions must have been applied prior to lunchtime detention being issued. Detentions are held in the SL/HOY classroom/office. Detentions will last 20 minutes and start as soon as the student arrives.

3. Escalated Detention to HOY (Loss of Social Time with HOY):

Loss of social time (break and lunch) is now used in place of afterschool detention (ASD). This sanction is applied when a student has missed two scheduled lunchtime detentions or when persistent behavioural issues arise (see Appendix 7). It may also be issued in response to unresolved subject-specific concerns that cannot be managed within the department.

These sanctions are overseen and moderated by the Behaviour and Attendance Lead (SLT) and relevant HOY. It is the responsibility of the staff member issuing the sanction to ensure appropriate work is provided for the student to complete during the allocated time.

4. Monitoring Report Cards issued by Tutors following liaison with HOY

(Report Cards are available from HOY office)

These are used to track a student's progress and behaviour when it is a problem across a number of subject areas. They can also be used to monitor specific issues such as homework and require completion by teachers at the end of every lesson. Tutors are responsible for informing staff which students are on report via Monday briefings and for setting targets for the students to meet. Arbor electronic report is also available.

Students' behaviour will be monitored weekly. Students causing concern will be placed on a white 'Tutor' report in the first instance. This will be monitored for one week. If the student makes good progress the report will end. If no improvement is made the student will move to a yellow 'Head of Years' report card. This again will be monitored for a week. If positive progress is made the report will end. If no improvement is made parents will be invited in. The student will then move to a red 'Senior Leadership' (SLT) report card. Sanctions will increase if no improvement is made whilst being monitored by SLT.

5. Subject Report Cards

These are used to track a student's progress and behaviour when it is a persistent problem within a specific subject area. Staff should complete a comment as appropriate. The SL should monitor and liaise with HOY.

All cards should have a record that parents have seen and checked them.

Copies of report cards will be kept with the student's records.

6. Internal Managed Move Programmes: Subject Heads of Years

This may be used for students who persistently distract others from their work and need to work in isolation for both their own benefit and that of the rest of the class. This can only be used when other sanctions have been applied. Contact must be made with home either by phone and/or letter.

7. Internal Suspension

This is an option that can be used to sanction students when it is inappropriate to give a fixed period suspension. Students work in school in isolation (for two days), and they spend their break and lunchtime in isolation as well. HOY, SLT (and occasionally Tutors) take charge of students to ensure they do not interact with the rest of the school.

During this time:

- The HOY ensures appropriate curriculum work is set.
- The student engages in a restorative conversation to reflect on their behaviour.
- The HOY supports the student in understanding the impact of their actions and identifying strategies for improvement.
- Where appropriate, restorative work may include written reflection, peer mediation, or staff-led dialogue.

This process is designed to support the student's successful reintegration and reduce the likelihood of repeated incidents. The isolation day is not punitive but part of a structured reintegration pathway.

Contact must be made with home either by phone and letter. Like a suspension, parents would be expected to attend a reintegration meeting.

8. Suspensions (previously referred to as Fixed Term Exclusions)

Suspensions may be issued for one or more days, up to a maximum of 45 school days in a single academic year, depending on the circumstances. The headteacher will notify the governing body and Local Authority of all suspensions without delay. Parents/carers will be informed promptly, including the reason for the suspension and their right to make representations to the governing body.

Following each suspension, a reintegration meeting will be held with parents/carers and senior staff. A governor may attend in exceptional cases. On return to school, students may be placed on a behaviour report card to support their reintegration and monitor progress.

Suspensions are always followed by one day in supervised isolation, overseen by the relevant Head of Years (HOY). During this time:

- The HOY ensures appropriate curriculum work is set.
- The student engages in a restorative conversation to reflect on their behaviour.
- The HOY supports the student in understanding the impact of their actions and identifying strategies for improvement.
- Where appropriate, restorative work may include written reflection, peer mediation, or staff-led dialogue.

This process is designed to support the student's successful reintegration and reduce the likelihood of repeated incidents. The isolation day is not punitive but part of a structured reintegration pathway.

Misbehaviour in a specific subject area would not normally result in exclusion from school teams or trips. However, the school reserves the right to apply such sanctions where appropriate. Persistent poor behaviour may result in temporary suspension from extracurricular activities. Students with a history of poor behaviour may be placed on report prior to participating in school visits.

The school is committed to ensuring that all disciplinary decisions are made with consideration for students' individual needs, including those with Special Educational Needs and Disabilities (SEND). Reasonable adjustments will be made where necessary, and the SENDCo may be involved in planning reintegration support.

9. Moving to another school

Sometimes it is necessary for a pupil to be educated somewhere else. In our school we use three approaches:

- Off-site Directions
- Managed Moves
- Combined approach: where off-site directions later become managed moves.

This is suggested for students in danger of being permanently excluded. If a change of school would help the student to make a fresh start, the school helps with negotiations with the new school and arranges for a managed move to the new school with support from SLT (See Appendix 10).

10. Permanent Exclusion

Permanent exclusion is a serious and final step, used only in response to significant breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of others in the community.

Grounds for Permanent Exclusion

There are two broad categories under which permanent exclusion may be considered:

1. Persistent Misconduct

Permanent exclusion may be the final outcome of a graduated response to ongoing behavioural concerns. This follows the use of a wide range of strategies—including support plans, interventions, and suspensions—which have failed to bring about improvement. It reflects that all reasonable steps have been taken, and exclusion is now the only remaining option.

Examples include:

- Persistent and defiant behaviour
- Repeated bullying
- Continued possession or use of illegal substances on school premises

2. Exceptional Circumstances

In rare cases, a pupil may be permanently excluded for a first or one-off offence, where the behaviour is so serious that it would be inappropriate to implement other strategies.

Examples include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying or using an offensive weapon

Decision-Making Process

The decision to exclude is made by the Headteacher and must be:

- Lawful, reasonable and fair
- Based on a thorough investigation
- Informed by consideration of the pupil's age, needs, and any special educational needs or vulnerabilities

The governing body will convene a meeting to review the exclusion, attended by the pupil's parent/carer and a representative from the Local Authority. The panel will consider the Headteacher's decision and determine whether to uphold or overturn the exclusion.

Safeguarding and Equality Considerations

Permanent exclusion must not be used in response to behaviour arising from unmet needs or disability without appropriate assessment and support. Particular care must be taken when considering exclusion of pupils with an Education, Health and Care Plan (EHCP), those with social care involvement, or those who are looked after.

Related Policies

This policy should be read in conjunction with:

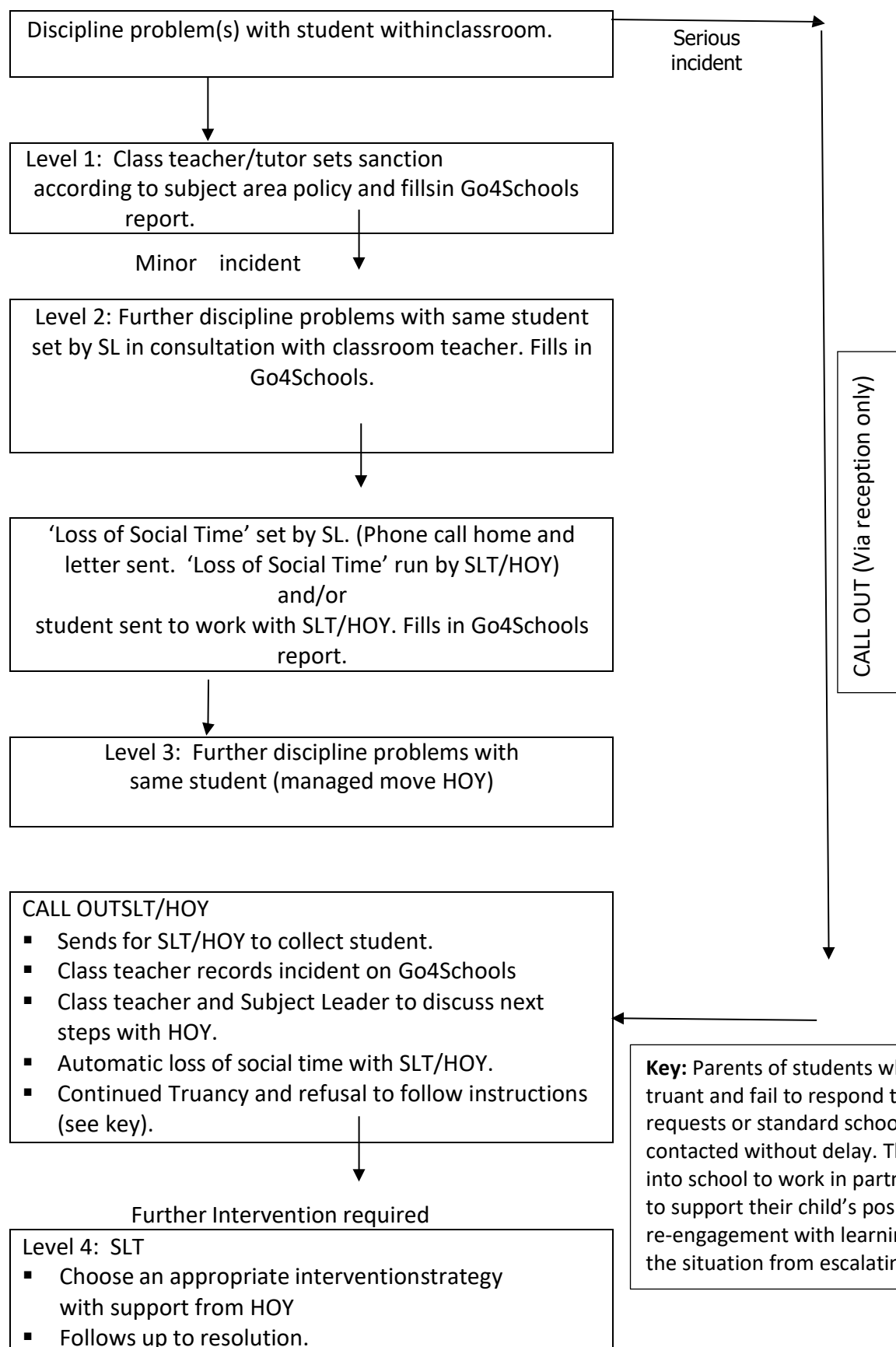
- Behaviour and Exclusions Policy
- Anti-Bullying Policy
- Substance Misuse Policy
- Equality and Diversity Policy

- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy
- Guidance for Safe Working Practice for Adults Working with Children and Young People

All exclusions are carried out in accordance with the latest DfE statutory guidance and Local Authority procedures.

Handling Discipline Problems – Procedure at a Glance

[Note: Please record incidents at all levels on Go4Schools]



Searching, screening and confiscation

The school is committed to maintaining a safe and respectful environment. In line with DfE guidance, authorised staff have the legal power to search, screen and confiscate items when necessary to uphold safety and discipline.

Screening

School staff may require students to undergo screening (e.g. using a metal detector) to check for prohibited items. This does not require consent and can be conducted for all students or targeted groups, provided it is proportionate and non-discriminatory.

Searching Students and Their Possessions

A search may be conducted if a member of staff has reasonable grounds to suspect a student is in possession of:

- A **prohibited item** (e.g. knives, weapons, alcohol, illegal drugs, stolen items, fireworks, tobacco, vapes, pornographic images)
- Any item that may be used to commit an offence, cause personal injury, or damage property

Who Can Search

- Searches must be carried out by the **Headteacher**, or a member of staff **authorised by the Headteacher**
- A **second adult** should be present as a witness
- Where possible, the searcher and witness should be the **same sex** as the student, but this is not a legal requirement if safety is at risk

With or Without Consent

- **With consent:** Staff may search students and their possessions with their agreement
- **Without consent:** Staff may search without consent if there is reasonable suspicion of possession of prohibited items

Refusal to consent may be treated as a breach of the behaviour policy and may result in a sanction.

Extent of the Search

- Students may only be required to remove **outer clothing** (e.g. coats, hats, gloves, scarves, shoes)
- Staff must not require removal of clothing that exposes underwear or intimate body parts
- Searches must be conducted in a way that **minimises embarrassment or distress**

Searching Possessions

- Includes bags, lockers, and electronic devices (e.g. mobile phones)
- Staff may examine data on devices if there is good reason to suspect it relates to a breach of school rules
- Any decision to delete data must be based on safeguarding or legal grounds

Confiscation

Items found during a search may be confiscated if:

- They are prohibited or banned under school rules
- They pose a risk to safety or discipline

Confiscated items may be:

- **Disposed of**, if they are banned (e.g. vapes, chewing gum, energy drinks)
- **Handed to police**, if they are illegal or dangerous (e.g. weapons, drugs)
- **Returned to parents/carers**, if appropriate (e.g. mobile phones)

A **written record** of the search and outcome must be kept, and the **Headteacher informed**.

Informing Parents/Carers

Parents/carers will be informed **after a search has taken place**, especially if items are confiscated or if a sanction is applied.

For further details, refer to the official DfE guidance on Searching, Screening and Confiscation:

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Searching_Screening_and_Confiscation.pdf)

Restraint and Physical Contact

This appendix is based on the latest Department for Education (DfE) guidance: *Use of Reasonable Force and Other Restrictive Interventions* (February 2025). It reflects current statutory expectations for schools in England and ensures that all physical interventions are lawful, proportionate, and in the best interests of pupils.

Circumstances where physical restraint may be justified

Restrictive physical intervention refers to the use of force to control or manage a pupil's behaviour. This may involve:

- **Bodily contact**
- **Mechanical devices**
- **Environmental changes**

The use of reasonable force is lawful when:

- Preventing injury to self or others
- Preventing serious damage to property
- Preventing criminal behaviour
- Maintaining good order and discipline

Restrictive physical intervention must always be:

- **Proportionate**
- **Necessary**
- **Used as a last resort**

Approved Techniques

Only restraint techniques taught through accredited training (e.g. **TEAM-TEACH**) are permitted. Unapproved methods such as “friendly elbow” must not be used.

All incidents involving restraint must be:

- Recorded on an **Incident Sheet**
- Reported to the **Headteacher** on the same day
- Logged in the school's **Incident Book**

Who May Use Restrictive Physical Intervention

All staff have a duty of care and may use reasonable force in emergencies. However:

- Trained staff should lead interventions whenever possible
- Untrained staff may act if immediate action is required to prevent harm

Before using restraint:

- De-escalation strategies must be attempted
- Consider the pupil's age, understanding, gender, and safeguarding status
- Avoid one-to-one restraint without witnesses

Restraint must never be used as a punishment.

Examples of Behaviour That May Justify Restraint

- Physical assault on staff or pupils
- Deliberate damage to property
- Dangerous behaviour (e.g. pushing on stairs, running in corridors)
- Attempting to leave school into unsafe areas (e.g. busy roads)
- Refusal to leave a room when safety is compromised

Unacceptable Use of Force

Staff must never:

- Hold a pupil around the neck or restrict breathing
- Slap, punch, kick, or trip
- Twist limbs or apply pressure to joints
- Pull hair or ears
- Hold a pupil face-down on the ground

Restraint must not result in injury. If injury occurs, it must be documented and reported immediately.

Physical Contact with Vulnerable Pupils

Some pupils, especially those with SEND, may require physical contact to support learning or care. This contact must

be:

- Appropriate to the pupil's needs and development
 - Limited in duration and scope
 - Justified, agreed, and consistently applied
 - Open to scrutiny and regularly reviewed
- Staff must:
- Be aware that physical contact may be misinterpreted
 - Record any contact that could be misunderstood
 - Follow safeguarding and medical guidance
 - Log all incidents in the Incident Book

Responsibilities and Safeguarding

Staff may use reasonable force to:

- Prevent criminal offences
- Protect pupils or staff from harm
- Prevent damage to property
- Maintain discipline

Staff must consider their own safety and that of others. Physical force must never be used as punishment.

Unwarranted force may constitute a criminal offence.

All staff must:

- Follow the school's Physical Intervention Policy
- Use minimum force for the shortest time necessary
- Prioritise de-escalation

Training and Support

- Key staff will receive annual training
- All staff will be trained at least every two years
- Only trained staff may use restraint on pupils with disabilities or behavioural needs

Training records will be monitored by the Headteacher and referenced against incident data.

Monitoring and Review

The Headteacher will:

- Maintain a robust recording and reporting system
- Appoint a senior leader to oversee the Incident Book
- Report incidents and outcomes to the Governing Body

The Governing Body is responsible for reviewing this policy annually and ensuring compliance with statutory guidance.

If you'd like, I can also help you create a student-friendly or parent-facing version of this policy. Just say the word.

Positive Behaviour Support for staff: ‘When the adult changes everything changes’

[Paul Dix: ISBN 9781781352731]

Reviewed for inclusion in the Behaviour Policy

This book offers a compelling and practical framework for behaviour management rooted in relationship-building, consistency, and adult accountability. Paul Dix’s central thesis—that adult behaviour is the key lever for change in schools—is both empowering and challenging. His approach aligns closely with current DfE guidance on behaviour, which emphasises relational practice, consistency, and inclusive discipline strategies.

Key Themes and Strengths

- **The Five Pillars of Practice:** Dix outlines five core strategies—consistent, calm adult behaviour; first attention for best conduct; relentless routines; scripted interventions; and restorative follow-up. These pillars provide a coherent and actionable structure for staff at all levels.
- **Mindset Shift Over Quick Fixes:** Rather than offering superficial tips, the book promotes a deep cultural shift in how adults respond to behaviour. This makes it particularly valuable for schools aiming to embed long-term change.
- **Practical Tools:** Each chapter ends with checklists—*Testing*, *Watch Out For*, and *Nuggets*—which are ideal for CPD sessions and peer coaching.
- **Inclusive and Trauma-Informed:** Dix’s emphasis on kindness, visibility, and “deliberate botheredness” resonates with trauma-informed practice and supports vulnerable learners.
- **Alternative Provision Recognition:** The book acknowledges the expertise found in AP settings, making it relevant for mainstream and specialist staff alike.

Why It Belongs in our Behaviour Policy

- **Supports Whole-School Consistency:** The book’s strategies help unify staff responses, reducing variability and increasing fairness.
- **Promotes Positive Relationships:** It reinforces the idea that behaviour change stems from connection, not control.
- **Evidence-Informed:** The book’s principles align with the Education Endowment Foundation’s guidance on improving behaviour through relational and consistent approaches.
- **Reflective Practice:** Encourages staff to examine their own behaviours and assumptions, fostering a growth mindset across the team.

Considerations

While the book is widely praised, some reviewers note that its stance on exclusions and sanctions may feel idealistic in high-pressure environments. However, this tension is part of its strength—it challenges schools to rethink reactive systems and invest in proactive culture-building.

Recommendation

When the Adults Change, Everything Changes is recommended as a core text for staff training, induction, and ongoing professional development. It complements statutory guidance and provides a values-driven blueprint for behaviour management that is both practical and aspirational.

You can explore further insights from Greenshaw Research School’s review or Schools Week’s analysis.

Appendix 6

Policy on Energy Drinks, High-Sugar Carbonated Drinks, and Vaping

This policy is based on the latest Department of Health and Social Care consultation (September 2025) on banning the sale of high-caffeine energy drinks to children under 16, and national guidance on vaping in schools from Action on Smoking and Health (ASH).

As a Healthy School, we are committed to promoting the wellbeing, safety, and academic success of all students. We recognise the growing concerns around the use of energy drinks, high-sugar beverages, and vaping products among young people, and we take a proactive stance to protect our school community.

Why These Products Are Harmful

Energy drinks and high-sugar carbonated beverages contain:

- Excessive **caffeine**, which can disrupt sleep, concentration, and mood
- High levels of **free sugars**, contributing to obesity, tooth decay, and type 2 diabetes
- Artificial additives that may affect behaviour and attention

Vaping products (including e-cigarettes and disposable vapes) may contain:

- **Nicotine**, which is highly addictive and harmful to adolescent brain development
- **Illicit substances**, including THC or synthetic cannabinoids in illegal vapes
- Chemicals linked to respiratory and cardiovascular risks

These products are not suitable for a learning environment and pose risks to physical health, mental wellbeing, and behaviour.

School Rules

To maintain a safe and focused learning environment:

- **Energy drinks, high-sugar carbonated drinks, and all vaping products are strictly prohibited** on school premises
- This includes drinks or devices brought from home, purchased en-route, or used during off-site activities
- If seen, items will be **confiscated**. Unopened drinks may be collected by parents/carers; vapes will not be returned and may be referred to external agencies if illegal
- Repeated breaches will be treated as defiance and may result in sanctions under the school's Behaviour Policy

What We Provide

Our school canteen offers:

- Still water and low-sugar flavoured water
- Milk
- 100% fruit juice

Students are encouraged to drink **water during lessons** to stay hydrated and alert.

Support for Students

We understand that some students may already be using these products and may need help to quit. We offer:

- **Pastoral support and mentoring**
- **Referrals to school health services or external agencies**
- **Access to educational resources** on the risks of vaping and energy drinks
- **Confidential conversations** with staff trained in student wellbeing

We aim to support students in making healthier choices, not just enforce rules.

Guidance for Parents and Carers

We encourage families to talk openly with their children about the risks of energy drinks and vaping. For more information, visit:

- Government consultation on energy drink restrictions
- ASH national vaping guidance for schools

Appendix 7

Mobile phone guidance

This policy is based on the latest Department for Education guidance: *Mobile Phones in Schools* (February 2024).

Following consultation with parents, carers, staff, and students, Mary Webb School and Science College has adopted a clear and consistent mobile phone policy: **“Never Seen, Never Heard.”**

This means:

- Mobile phones must be **switched off** and **kept out of sight** (e.g. in bags) from arrival on site until students leave.
- Phones must **not be used, seen, or heard** during the school day—including breaktimes, lunchtimes, and lesson transitions.

Safeguarding and Communication

We recognise that mobile phones can support safety during travel to and from school. However, during the school day:

- Any communication with home must go through **Student Reception**
- Students feeling unwell or needing support must speak to a member of staff

Responsibilities and Expectations

Mobile phone ownership is a **privilege**, not a right. We ask parents/carers to:

- Reinforce the school’s expectations at home
- Support responsible phone use outside school hours
- Accept responsibility for their child’s actions involving mobile phones
- Understand the school do not accept responsibility for damage to mobile phones

Breaches and Sanctions

If a student is seen using or handling a phone:

- The phone will be **confiscated** and stored securely in the main office
- Parents/carers may be contacted depending on the nature of the breach
- Repeated misuse may result in the phone being kept at home

Exceptions may apply for medical reasons (e.g. diabetes monitoring), and staff will use professional judgement or consult the Senior Leadership Team (SLT).

DfE Guidance Summary

The DfE supports schools in:

- Confiscating mobile phones as a disciplinary measure
- Applying proportionate sanctions
- Protecting staff from liability for loss or damage when acting lawfully

Staff must consider context and any special circumstances when applying sanctions.

School Trips and Visits

- Day trips: The “Never Seen, Never Heard” policy applies throughout
- Residential trips: Phones may be used for photos during designated times. A curfew will be in place, and phones must be handed to staff overnight. Photos must not be taken in bedrooms.

Frequently Asked Questions

1. What does “Never Seen, Never Heard” mean? Phones must be off and in bags (or left at home) from arrival to departure.

2. Are there any exceptions?

- No phones in hands
- No headphones or earphones
- No phones in lessons
- No music played during lessons

- *Smartwatches must not be used for communication or distraction. Misuse will result in parental contact and possible removal from school.*
3. *What about after-school activities? Outside normal hours, staff may allow students to contact home regarding transport—this is at their discretion.*
 4. *What happens to a confiscated phone? It is taken to the main office and stored securely.*
 5. *What if a student refuses to hand over their phone? SLT will be called. Defiance will result in sanctions under the Behaviour Policy. Continued misuse may lead to the phone being banned from school.*
 6. *Does every phone issue result in confiscation? Yes. Students are responsible for ensuring phones are off. If a phone makes noise or is visible, it will be confiscated.*

Appendix 8

Anti-Bullying Policy

This policy is based on the latest Department for Education guidance: *Preventing and Tackling Bullying (2024)* and *Keeping Children Safe in Education (2024)*.

Mary Webb School and Science College is committed to providing a safe, inclusive, and respectful environment where all students can thrive. We do not tolerate bullying in any form and actively promote a culture of kindness, accountability, and support.

Definition of Bullying

Bullying is defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It involves an imbalance of power and can be face-to-face or online.”

Bullying may include:

- **Physical:** hitting, kicking, pushing
- **Verbal:** name-calling, threats, discriminatory language
- **Emotional:** exclusion, humiliation, manipulation
- **Online (Cyberbullying):** abusive messages, sharing harmful content, impersonation
- **Prejudicial:** targeting based on race, religion, gender, sexuality, disability

Our Commitment

Mary Webb School has signed the National Anti-Bullying Charter and works with students, staff, and families to uphold a zero-tolerance approach to bullying.

We aim to:

- Create a culture where bullying is openly discussed and challenged
- Ensure students feel safe, heard, and supported
- Respond to incidents swiftly, fairly, and consistently
- Promote restorative approaches and long-term solutions
- Support both victims and perpetrators with appropriate interventions

Prevention and Education

We believe prevention is key. Our proactive strategies include:

- **Transition support** from Year 6 to Year 7, including anti-bullying guidance
- **Parental information leaflets** for new families
- **Assemblies and tutor sessions** focused on respect, empathy, and inclusion
- **Anti-Bullying Week** activities every November
- **PSHCE curriculum** covering bullying, online safety, and healthy relationships
- **Visible staff presence** in key areas during breaks
- **Peer mentoring and prefect training** to identify and report concerns

Responding to Bullying

When bullying is reported:

- All incidents are **logged** by the Key Stage Leader
- **Statements** are taken from all involved parties
- **Parents/carers** are informed and involved
- **Sanctions** are applied proportionately, ranging from restorative conversations to detentions, loss of privileges, or exclusions
- **Support** is offered to both victim and perpetrator, including access to counselling via CHAT

We recognise that bullying may be symptomatic of wider personal or emotional issues. Our response is trauma-informed and rooted in safeguarding principles.

Working with Families

We ask parents/carers to:

- Reinforce respectful behaviour at home
- Encourage open conversations about bullying
- Report concerns promptly to school

- Work collaboratively with staff to resolve issues

Monitoring and Review

- The policy is reviewed **every two years** or sooner if needed
- Feedback is gathered from students, staff, and parents
- Trends and incidents are monitored to inform practice
- External support and training are accessed where appropriate

Linked Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality and Diversity Policy
- Child-on-Child Abuse Policy



Working together to stamp out bullying

Name: _____

Form: _____

Mary Webb School & Science College
Pontesbury, Shrewsbury SY5 0TG

01743 792100

admin@marywebbschool.com
www.marywebbschool.com

Message from Mr Lowe-Werrell, Headteacher:

"Bullying can happen to anyone at any age. As a school we have a duty to ensure that students are safe and happy at school. Staff, students, parents and governors all have an important role in preventing bullying. The staff at Mary Webb School will always take incidents of bullying seriously. We will work with victims and bullies to ensure that each member of the school community feels safe and happy at school.

The school has an important educative role in dealing with bullying. Through our PSHCE (personal, social, health and citizenship education) programme, curriculum days, assemblies and tutor periods, we involve students and staff in activities directed at developing understanding about bullying and strategies to counter it.

The first, and most important, task in fighting back against bullying is to ensure we provide a climate where each and every student is confident in breaking the silence that too often surrounds issues of bullying. It is essential that each and every member of the school community has the confidence to tell someone if they are being bullied. Bullying is wrong and by telling someone it can be stopped."

Who can I tell?

- Any adult in the school
 - Tutor
 - Teaching Assistant
 - Office Staff
 - Class Teacher
 - Heads of House
 - Assistant Headteachers
 - Headteacher: Mr Lowe-Werrell
- Parents
- Friends
- CHAT (Confidential Help & Advice for Teens)
- Prefects

What is bullying?

- Bullying is:
"Behaviour by an individual or group, repeated over time, that intentionally hurts another person either physically or emotionally." It often involves a power imbalance and can happen in person or online.

Examples of Bullying:

- Name-calling or teasing
- Physical aggression (pushing, hitting)
- Threatening looks or gestures
- Spreading rumours
- Exclusion or isolation
- Demanding money or possessions
- Racist, sexist, or homophobic abuse
- Sexual harassment
- Cyberbullying

What is Cyberbullying?

Cyberbullying is bullying that takes place online or via digital devices. It includes:

- Abusive texts or calls
- Sharing harmful images or videos
- Harassment via social media (e.g. Snapchat, Instagram, WhatsApp)
- Impersonation or fake accounts
- Exclusion from online groups

If I think my child is being bullied, what are the signs to look for?

- Fear of travelling to or from school.
- Not wanting to go to school.
- Frequent headaches, stomach pains, etc.
- A change in the standard of work.
- Loss or damage to personal belongings.
- Torn clothes.
- Change in personality – moody and bad tempered / quiet and withdrawn.
- Not wanting to talk about school.
- Unusual requests for extra money.
- Not sleeping well.
- Suspicious injuries.
- Obvious distress but reluctance to talk.

▪ Advice and Tips

- Tell someone. This will be the first step to stopping the bullying.
- Avoid places where you are alone.
- Make sure you are with a group of friends most of the time.
- Use the public areas of the school at break and lunchtime; personalised learning centre (PLC), library, dining hall.
- Get involved in supervised activities.
- Try not to react or retaliate to the bullying – this is often what the bully wants.
- Try to ignore name calling. Don't get involved in a slanging match. Again, this is probably what the bully wants.
- Try to note down the date, time and place of any incident. Make a few bullet points of the actual incident.
- Tell someone **NOW!**

○ Additional Help and Information

Websites

- Childline – Free 24/7 support for young people
- NSPCC – Advice for parents and children
- Bullying.co.uk – Practical help and guidance
- Kidscape – Preventing bullying and abuse
- Respectme – Scotland's anti-bullying service
- Bullybusters – Helpline and resources

Final Message

Bullying is never acceptable. At Mary Webb School, we are united in our mission to create a safe, respectful, and inclusive environment. If you see it, report it. If you experience it, speak up. Together, we can stamp out bullying.

Parents' guide to handling behaviour: Frequently asked questions

What happens if a low-level incident occurs for the first time, such as chewing gum, forgetting homework, speaking out of turn in lesson, etc?

Behaviour in school is categorised as one of four levels - Levels 1, 2, 3 and 4. Low level incidents are considered level 1 and therefore the teacher would not log the incident or contact parents. Because of the low-level nature, a conversation is all that is required.

What if a student continues to cause low level disruption?

The issue would progress to Level 2. A break or lunch detention would be given set by the class teacher or subject leader (SL). Parents may be contacted, if initial attempts by school staff do not succeed. Possible use of departmental subject report card or managed move within the department. The incident would be logged on our system for monitoring behaviour called 'Go4Schools'.

A student continues to cause disruption in a number of subjects and/or at social times – what would happen?

At this stage multiple teachers would be logging incidents on 'Go4Schools' – whilst each individual issue might be level 1 or 2, given the frequency of issues being logged, Heads of Years (HOY) would be dealing with these students - students would be at level 3 on the stepped approach to behaviour. Student would be placed on school report so behaviour can be monitored more closely. Parents would be contacted and invited into school. Loss of social time would be used and/or internal isolation from lessons, working with HOY. Students may well be managed moved from certain lesson if repeated poor behaviour is being displayed – again manage move would be with the HOY or SL. If a student is removed from a class by a HOY or a member of the Senior Leadership Team (SLT) they will be isolated for that lesson and placed in a HOY detention (loss of social time)– if the issue is particularly serious further sanctions may be used such as internal exclusion or suspension.

Despite sanctions being used and parents being involved there is no change in a student's conduct – what happens next?

For students who persistently misbehave (at level 1, 2 and 3) they will reach level 4 based on a cumulative effect. Again, this would result in regular meetings with parents and probable suspension from school. The local authority would be involved for students in danger of permanent exclusion. Outside agencies would be used to support students at this level – Early Help, 'We Are With You', Inclusion Team or other outside agencies. For one-off high-level incidents such as verbal abuse or violence towards a member of staff or student these incidents would be logged as level 4. These may result in suspension from school depending on the merits of each issue. Parents would be invited into school. Any student who is suspended from school will be required to see the headteacher with parents (welcome back to school meeting), will be placed on report card and isolated for at least one day. In worst-case scenarios, if all attempts to address a student's conduct are unsuccessful, a decision would be made to permanently exclude.

Moving to another school:

Sometimes it is necessary for a pupil to be educated somewhere else. In our school we use three approaches.

1. Off-site Directions

This process is used where, despite intensive support, a pupil still needs support with their behaviour, which could be improved through being educated elsewhere. In these cases, we may decide that your child will be educated somewhere else for a limited period.

In this situation, a pupil could be educated at another school or alternative provision setting. This could also include a pupil splitting time between 2 different locations. We only use this process where it is the best way to support a pupil's behaviour. This arrangement is commonly known as "off-site direction".

If a pupil has an EHC plan, then we inform and involve the Local Authority who are told about an off-site direction placement.

2. Managed Moves

In some cases, we may all agree that it is best for a pupil to move to another school permanently. This can occur in the following circumstances:

- a. It could be a joint decision that a permanent supported move would be in the pupil's best interests.
- b. It could be a joint decision FOLLOWING an off-site direction placement (process 1 above). In this situation it is jointly decided it is best for the pupil to move to the placement school permanently, following an off-site direction placement. This is known as a managed move.

Managed moves are voluntary and have parent's and both school's agreement before they take place. Our school will explain to you clearly the case for the managed moves, with the consequences and benefits clearly outlined, but we will not pressure parents into agreeing to one. Wherever possible we will involve / inform the Local Authority.

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A managed move only occurs when it is in the pupil's best interests and all parties, including the new school and parent, agree it would be best for your child to move to another school permanently.

We do not use a 'trial period' or 'trial admission' for managed moves, as a managed move is a permanent move to another school. Sometimes though, we do use a placement through off-site direction, as a first step, that then may later become a permanent managed move (see Section 3, transition from off-site direction to managed move).

Where pupils have an EHC plan, we will contact the Local Authority prior to the move and if the Local Authority, both schools and parents are in agreement that there should be a managed move, the Local Authority will follow the process for changing an EHC plan.

Placements are supported by regular review meetings (every 4 weeks)

3. Combined approach: where off-site directions later become managed moves.

If during the period of off-site direction, it becomes clear that a permanent change would be better to support the pupil's needs, a managed move can be considered. This is how this transition may operate:

- a. Review the placement: use the off-site direction placement review process to consider effectiveness of the provision.
- b. Ensure parents, the pupil and both school representatives are part of that review and any decision making. Ensure that parents and schools are in agreement to convert to a managed move.
- c. Plan the move. If a managed move is agreed upon, co-ordinate next steps and agree a date to ensure a smooth transition. Complete the direction off-site form. Complete usual admissions processes.

Note: It is essential to ensure that parents don't feel pressured into accepting a managed move, as this would be considered off rolling, which is unlawful.

Direction Off Site form

Data Protection Act 1998

Information given by you is needed to help Schools in supporting and maintaining records of students who are involved in a managed move. This information is kept in part on a computerised database and in part as paper records. Schools may keep this information until the student is at least 24 years old. This information may be shared with the DCSF, LAs, schools, colleges, training establishments, health and welfare practitioners, prospective employers, Connexions and other organisations that may be nominated by the LA or School.

| | | |
|---|------|--------|
| Receiving School/Provision: | | |
| Headteacher : | | |
| Home School: | | |
| Headteacher: | | |
| Person Completing this form: Name & Role | | |
| Person Completing this form: contact details: | Tel: | Email: |

| BACKGROUND INFORMATION COMPLETED BY HOME SCHOOL | | | | | | | |
|---|---------------|-----------------|--------|--|-------------|---------|-----------------|
| Student Forename: | | | | Student Surname: | | | |
| DOB: | | | | UPN: | | | |
| Year Group: | | | | Male/Female/Pronouns she/her he/him they/their (please circle) | | | |
| Parent/Carer name(s): | | | | | | | |
| Current Address: | | | | | | | |
| Home Tel: | | | | Mobile: | | | |
| Ethnic Origin (please circle) | | | | | | | |
| White | Black African | Black Caribbean | Indian | Pakistani | Bangladeshi | Chinese | Other (specify) |

| |
|---|
| <p>Medical Information (if available) including hearing and vision. Please state if any medication prescribed.</p> <p>Health Care Plan attached? Yes / No</p> |
|---|

| | | |
|---|---|--------------------------------|
| 31 Page | SEN Code of Practice (please circle if applicable) | |
| SENDS | Yes / No | |
| EHCP | Yes / No | NB: If Yes LA must be informed |
| Most recent IEP to be attached | | |
| | | |
| Are there any current safeguarding concerns? Y/N | | |
| If yes, please give the name and contact details of the DSL at the Home School: | | |
| | | |
| <p>Please give the names and contact details of any external agencies who are currently supporting the student (e.g. Educational Psychologist, Learning Support Services, Social Services, Early Help, etc):</p> <p><i>Copies of all relevant reports would be useful.</i></p> | | |

| | | | |
|--|--|--------------------------------------|--|
| | | | |
| Date(s) of Pupil Planning meeting(s): | | | |
| Those attending PPM: | | | |
| Actions Following PPM: | | | |
| Number FTE this year | | Total FTE days this year | |
| Attendance % this year (figure) | | Attendance print out attached | |

| | | | |
|--|--|--|--|
| BACKGROUND INFORMATION COMPLETED BY HOME SCHOOL | | | |
| Reason for the Direction Off Site: | | | |
| | | | |
| Describe the student's strengths and strategies that work well: | | | |
| | | | |

| | | | |
|---|---|---|---|
| What behaviours are causing concern (please list in order of severity) | | | |
| Type of Behaviour | Low Frequency (1 occurrence a week) | Medium Frequency (3-4 occurrences a week) | High Frequency (5 or more occurrences a week) |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any known issues outside of the school and in the community? Contextual Safeguarding | | | |
| | | | |

| | |
|--|--------------------------------------|
| Direction off site, Multi Agency Planning Meeting | |
| Managed Move meeting: Date: | Time: |
| Present: | Role: |
| | |
| Pupil's strengths: | Actions to build on strengths |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

| | |
|----------------------------------|---------------------------------------|
| | |
| Concerns regarding Pupil: | Actions to mitigate concerns: |
| 1. 2. 3. | 1. 2. 3. |
| Names and signatures: | |
| Parent: | Home school link: |
| Student: | Receiving school / organisation link: |

| | |
|--|------------------------|
| Direction Off Site Review meeting 1 | |
| Review meeting 1 (4 weeks approx): | |
| Date: | Time: |
| Present: | Roles: |
| | |
| Working well: | Concerns: |
| | |
| Targets to improve: 1. 2. 3. | |
| Names and signatures: | |
| Parent: | Home school link: |
| Student: | Receiving school link: |
| Date and time of next meeting: | |
| | |

| | |
|--|------------------------|
| Direction Off Site Review meeting 2 | |
| Review meeting 2 (8 weeks approx): | |
| Date: | Time: |
| Present: | Roles: |
| | |
| Working well: | Concerns: |
| | |
| Targets to improve: 1. 2. 3. | |
| Names and signatures: | |
| Parent: | Home school link: |
| Student: | Receiving school link: |
| Date and time of next meeting: | |
| | |

| | |
|--|-------------------------------|
| <i>Direction Off Site Review meeting 3 (if needed)</i> | |
| Review meeting 3 (12 weeks approx): | |
| <i>Date:</i> | <i>Time:</i> |
| Working well: | Concerns: |
| | |
| Targets to improve: | |
| 1. | |
| 2. | |
| 3. | |
| Names and signatures: | |
| <i>Parent:</i> | <i>Home school link:</i> |
| | |
| <i>Student:</i> | <i>Receiving school link:</i> |
| | |
| Date and time of next meeting: | |
| | |

| Direction Off Site Final review meeting | | |
|---|---------|--|
| Date of final review | Outcome | Date of return to home school (<u>OR</u> date of transfer to receiving school) |
| | | |

Signed Current School:.....

Print:.....Date:.....

Signed Receiving School:

Print:.....Date:.....

Signed Parent:.....

Print:.....Date:.....

NB: If the Direction Off Site is successful please ensure a copy of this form is sent to admissions (school-admissions@shropshire.gov.uk)

Referral for a Managed Move

Data Protection Act 1998

Information given by you is needed to help Schools in supporting and maintaining records of students who are involved in a managed move. This information is kept in part on a computerised database and in part as paper records. Schools may keep this information until the student is at least 24 years old. This information may be shared with the DCSF, LAs, schools, colleges, training establishments, health and welfare practitioners, prospective employers, Connexions and other organisations that may be nominated by the LA or School.

| | | |
|---|------|--------|
| Proposed Receiving School: | | |
| Headteacher : | | |
| Home School: | | |
| Headteacher: | | |
| Person Completing this form: Name & Role | | |
| Person Completing this form: contact details: | Tel: | Email: |

| BACKGROUND INFORMATION TO BE COMPLETED BBY HOME SCHOOL | | | | | | | |
|--|---------------|-----------------|--------|--|-------------|---------|-----------------|
| Student Forename: | | | | Student Surname: | | | |
| DOB: | | | | UPN: | | | |
| Year Group: | | | | Male/Female/Pronouns she/her he/him they/their (please circle) | | | |
| Parent/Carer name(s): | | | | | | | |
| Current Address: | | | | | | | |
| Home Tel: | | | | Mobile: | | | |
| Ethnic Origin (please circle) | | | | | | | |
| White | Black African | Black Caribbean | Indian | Pakistani | Bangladeshi | Chinese | Other (specify) |

| |
|---|
| <p>Medical Information (if available) including hearing and vision. Please state if any medication prescribed.</p> <p>Health Care Plan attached? Yes / No</p> |
|---|

| SEN Code of Practice (please circle if applicable) | | |
|---|----------|--------------------------------|
| SENDS | Yes / No | |
| EHCP | Yes / No | NB: If Yes LA must be informed |
| Most recent IEP to be attached | | |
| <p>Are there any current safeguarding concerns? Y/N</p> <p>If yes, please give the name and contact details of the DSL at the Home School:</p> | | |
| <p>Please give the names and contact details of any external agencies who are currently supporting the student (e.g. Educational Psychologist, Learning Support Services, Social Services, Early Help, etc):</p> <p><i>Copies of all relevant reports would be useful.</i></p> | | |

| | | | |
|--|--|--------------------------------------|--|
| | | | |
| Dates of Pupil Planning meeting(s): | | | |
| Those attending PPM: | | | |
| Actions Following PPM: | | | |
| Number FTE this year | | Total FTE days this year | |
| Attendance % this year (figure) | | Attendance print out attached | |

TO BE COMPLETED BY HOME SCHOOL IN ADVANCE OF MANAGED MOVE MEETING

| | |
|--|---|
| Name and role of home school link: | Name and role of proposed school link: |
| | |
| Reason for the managed move: | |
| | |
| Describe the student's strengths and strategies that work well: | |
| | |

| What behaviours are causing concern (please list in order of severity) | | | |
|--|--|--|--|
| Type of Behaviour | Low Frequency (1 occurrence a week) | Medium Frequency (3-4 occurrences a week) | High Frequency (5 or more occurrences a week) |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| |
|---|
| Any known issues outside of the school and in the community? Contextual Safeguarding |
| |

| Managed Move Multi Agency Meeting | |
|---|-------------------------------|
| Managed Move meeting: Date: _____ Time: _____ | |
| Present: | Role: |
| | |
| Pupil's strengths: | Actions to build on strengths |
| 1. 2. 3. | 1. 2. 3. |
| Concerns regarding Pupil: | Actions to mitigate concerns: |
| 1. 2. 3. | 1. 2. 3. |
| Names and signatures: | |
| Parent: | Home school link: |
| Student: | Receiving school link: |

Signed Current School:.....

Print:.....Date:.....

Signed New School: (if successful) :.....

Print:.....Date:.....

Signed Parent:.....

Print:.....