**Individual School Statement –** (*possible inclusion in Behaviour Policy*)

We do everything we can to ensure that our students are safe at all times.

In our school, “the use of/possession of offensive weapons (including “toy” or replica items), or items which can be considered as such” is not accepted.

This means that we will take a zero-tolerance approach should a student be in breach of this aspect of our behaviour policy. This applies both in and out of school.

In such cases and in terms of further action, the school will then consider permanent exclusion from school. All incidents will be reported to the police and it is then most likely that a charge will be brought and a court appearance or caution will be delivered by the Youth Offending Service.

**School Protocols** *– (for production in HEP documentation)*

**Permanent Exclusions / Managed Transfers**

Normal protocols will be followed for all permanent exclusions or managed transfers, in line with the statutory guidance and Hounslow Education Partnership procedures. The checklist (see attached) may be useful when considering permanent exclusions.

All HEP schools agree:

* a referral needs to be made to the police – via *tbc.*
* all paperwork must be supported by a Risk Assessment (see attached), which will be considered as part of the placement process at the Fair Access Panel (FAP).
* the receiving education establishment will, as part of the induction, include an intervention from *tbc.*
* the excluding school will pass all information held on the pupil to the receiving school via FAP.

**Fixed-term / Internal Exclusions**

Should deliberations result in a sanction that falls short of permanent exclusion, then consideration should still be given to these additional protocols:

* a referral needs to be made to the police – via *tbc.*
* an intervention from *tbc*, will need to take place.
* the excluding school will pass all information held on the pupil to the receiving school via FAP.

**Reminder from guidance - Early Intervention**

**You must establish a behaviour policy and should have processes for identifying and supporting pupils’ additional needs.**

**Things to consider**

• Does the school behaviour policy clearly set out behaviour expectations and sanctions and reflect the requirements of the Equality Act 2010?

• Are governors/staff (including sixth form staff in school sixth forms) clear about their roles and when to escalate issues/involve parents?

• Is the behaviour policy understood by pupils and parents?

• Are sanctions monitored to identify any inconsistency or potential discrimination

(e.g. Special Educational Needs and Disability (SEND) or ethnicity)?

• Are systems in place to identify pupils showing persistent poor behaviour and if there are any underlying causes?

**You should have a system in place to ensure you are aware of any pupil showing persistent poor behaviour or not responding to low level sanctions.**

**Things to consider**

• Are underlying factors (for example SEND, family issues or bullying) or specific triggers (for example the time of day or specific lessons) affecting behaviour? Are staff working with the pupil aware of any behavioural trigger points, relevant issues and the ways in which they should be managed?

• Are staff aware of mechanisms for escalation and referral routes to access external support?

• Have I ensured that this pupil’s parents are aware of their behaviour issues?

• Should I request a special educational needs (SEN) assessment, a multi-agency assessment or external support (e.g. counsellors or alternative provision)?

• Did I consider if the pupil was a looked after child? (e.g. did I engage with foster carers or children’s home workers, the local authority that looks after the child and the local authority’s virtual school head?)

• Is the use and effectiveness of any support and sanctions properly recorded and regularly reviewed

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|  | **Exclusion Checklist** |
| For use with Permanent Exclusions or Managed Transfers | |

***“****A decision to exclude a pupil permanently should only be taken:*

* *in response to a serious breach, or persistent breaches, of the school’s behaviour policy* ***and***
* *where allowing the pupil to remain in school would seriously harm the education or welfare of pupil or others in the school”.*

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Form \_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_**

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| **Factors for Consideration** | | **Yes / No** | **Who / Date** |
| 1. **Endeavour to avoid exclusion and ensure liaison** | **LAC** |  |  |
| **EHCP** |  |  |
| 1. **Final incident – brief description** | |  |  |
| 1. **Student Statement / Verbal Statement Given** | |  |  |
| 1. **Strategies Exhausted / Last Resort** | |  |  |
| 1. **Groups at Extra Risk of Exclusion** | **SEND** |  |  |
| **FSM** |  |  |
| **Gypsy/Roma;** |  |  |
| **Travellers of Irish Heritage;** |  |  |
| **Caribbean** |  |  |
| 1. **Is poor behaviour related to SEND?** | |  |  |
| 1. **Other Contributing Factors for Consideration** | **Possible bullying** |  |  |
| **Mental health issues** |  |
| **Bereavement** |  |
| **Unidentified SEND** |  |
| **Family problems** |  |
| **Other** |  |
| 1. **Is the student due to sit public examinations?** | |  |  |
| **Key Test** | |  |  |
| *in response to a serious breach, or persistent breaches, of the school’s behavior policy* ***and*** | |  |  |
| *where allowing the pupil to remain in school would seriously harm the education or welfare of pupil or others in the school”* | |  |  |
| **Final judgement based on:** | |  |  |

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TO STUDENT FILE**

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|  | **PASTORAL** |
| **INDIVIDUAL STUDENT RISK ASSESSMENT** | |

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| **Risk Assessment Form: for completion by person responsible for pupil discipline/welfare:** | | | | |
| **Student:** | | | | |
| **dob:** | **year group:** | **School:** | | |
| **gender: male X female** | | **does the pupil have special educational needs?** yes  no | | |
| **Risk Indicators:** | | | | |
| History of Aggressive Behaviour?yes  no | | | | Is pupil access to curriculum affected?yes  no |
| Behaviour observed by others? yes  no | | | | Health & Safety risk to others? yes  no |
| Who is at Risk? | | | | |
| Description of Behaviours that put others at Risk: | | | | |
| Consequences of these behaviours: | | | | |
| Level of risk based on current evidence? HIGH  MEDIUM LOW | | | | |
| **Behaviour Profile:** | | | | |
| How long has behaviour been exhibited? Recent  Longstanding | | | | |
| Have different strategies been tried? yes  no | | | | |
| Details of Strategies (successful or unsuccessful):  Normal range of rewards and sanctions. | | | | |
| **Patterns:** | | | | |
| Is there a pattern to behaviour? yes  no | | | Do incidents occur under specific circumstances?  yes  no | |
| Are there identifiable triggers? yes  no | | | Do incidents take place with identifiable pupils?  yes  no | |

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| **Hazards and Risks** | | **Consequences of:** | | | | | |
| Hazards | Individuals at Risk | **Action** | | | **No Action** | | |
| Action | Worst Case Impact | Possible Injury | Action | Worst Case Impact | Possible Injury |
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| Completed by: | Date: |