

La Mare De Carteret High School

Attend. Aspire. Achieve.

Policy Document



SECONDARY SCHOOL PARTNERSHIP

Relationships Policy

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Division:	Behaviour and Engagement	
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Vision

La Mare De Carteret High School raises aspiration and achievement for all.

We prepare our students for a rapidly changing world by ensuring they are successful learners; confident individuals; responsible citizens and effective contributors.

La Mare students are resilient, self-reliant individuals who succeed today and are ready for tomorrow.

This will be characterised by:

- High standards, outstanding attainment and rapid progress
- Successful learners and high quality teaching
- Positive parent partnership
- An inclusive pastoral system that encourages high aspirations, ensures students are safe and develops confident individuals
- Students who attend, are happy and effectively contribute to an engaging and vibrant personalised curriculum
- A professional learning culture where staff seek continuous improvement and share best practice
- Responsible citizens who actively contribute to our community and the wider world.

Principles

Our Relationships Policy is driven by our governing principles:

- Attend
- Aspire
- Achieve

Attend

We want our young people attending School or settings regularly and on time, and whether they are included in out of School setting activities, or remain with their peers for all activities. We expect students to attend school at least 95% of the time. We expect students to arrive to school on time every day.

Aspire

We expect our students to enjoy their learning experience that will help to raise their self-esteem, sense of self-worth and expand horizons over the career choices that they make in adult life.

Achieve

We want our learners to attain high standards of achievement in their studies and we recognise that this is not solely an academic aspiration but extends beyond the classroom into extra-curricular life.

There is a link between effective lessons and behaviour and our school will promote guidance for members of staff to:

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- Model positive relationships at all time
- Explore lesson structures and planning to support behaviour for learning
- Consider a range of teaching approaches and learning styles
- Consider the importance of classroom routines and expectations
- Develop strategies and techniques for explicitly teaching specific behaviours needed for learning
- Consider the impact of the learning environment on behaviour.

The School Community recognises that a set of skills are required to develop positive behaviour and these include:

- Critical thinking
- Team work
- Creativity
- Reflection
- Independence
- Resilience

The School Community also recognises that for learners to be successful the following **three** key elements need to be established:

Relationship with self:

An individual who does not feel confident as a learner and who has internalised a view that they are unable to succeed is less likely to engage positively with learning and may be more inclined to present inappropriate behaviour.

Relationship with others:

All behaviour needs to be understood as behaviour in context. Behaviour by learners is triggered as much by their interactions with others as it is by factors internal to them.

Relationship with the curriculum:

Learner behaviour and curriculum progress are inextricably linked. Staff who promote a sense of meaningful curriculum progress in learning for each learner will be more likely to create a positive behavioural environment.

Ethos and Commitment

At the heart of our Relationships Policy is the belief that values matter in promoting a positive ethos and encouraging good relationships. We have achieved a Rights Respecting Schools Silver Award and follow the principles of the United Nations Convention for the Rights of the Child (UNCRC) which can be found here: [//www.unicef.org.uk/what-we-do/un-convention-child-rights/](http://www.unicef.org.uk/what-we-do/un-convention-child-rights/):

In addition to the UNCRC, we believe that:

Everyone has the right to:

- Feel safe at La Mare De Carteret High School
- Work to their best ability
- Learn/teach without unnecessary interruption
- Work in a pleasant, safe environment
- Be treated fairly.

La Mare De Carteret High School commits to:

- Provide a safe learning environment and promote and model positive relationships
- Develop a range of prevention and early intervention strategies to support behaviour for learning
- Adopt a wide range of teaching methods that complement an individual's learning style
- Provide well planned lessons across the curriculum that allow learners to realise their potential
- Consult over and communicate this policy to stakeholders so that everyone knows their rights and responsibilities
- Ensure all members of staff are aware of the extent to which they can respond to misbehaviour and that members of staff receive regular professional development on effective strategies
- Provide a robust reintegration process following Fixed Term Exclusion that involves learner and parents
- Establish a clear set of expectations and routines and implement this policy in a consistent manner, taking appropriate action to tackle incidents in a fair manner
- Work closely with parents and partners to develop good learning opportunities
- Ensure behaviour in School does not discriminate and fosters good relationships
- Work with a range of partners and agencies to address any behavioural issues
- Establish a robust reporting system that enables learners to feel confident in reporting incidents including bullying and racist or homophobic incidents and follow up with investigation if necessary
- Communicate regularly to parents regarding their child's progress and behaviour
- Respond fairly and in proportion to the behaviour
- Support learners to realise their potential.

We ask that learners commit to:

- Contribute to the School's Relationships Policy
- Follow reasonable instructions
- Be punctual
- Bring correct equipment to class
- Where appropriate, engage with agreed programmes to address behaviour
- Be prepared to listen and learn
- Managing their own behaviour
- Work to the best of their ability
- Act as ambassadors when off site
- Not bring unlawful or contraband items to School
- Comply with the School Uniform policy.

We ask that parents / “carers” commit to:

- Contribute to the School’s Relationships Policy, working with the school to promote its core principles with their child
- Send their child to School each day punctually, suitably equipped, in correct uniform and ready to learn
- Liaise with the School regarding any issues that may influence their child’s behaviour
- Engage with the School in monitoring and reviewing the effectiveness of this policy.
- Downloading, engaging and monitoring communications on the Class Charts app.

Merits and House Point Scheme

Learners are able to collect House Points and Merits for respecting their rights and those of other learners:

- Critical thinking- Article 28
- Team work- Article 37
- Creativity- Article 29
- Reflection- Article 12
- Independence- Article 29
- Resilience- Article 19

All members of staff should award Merits. Merits collected are recognised at termly and half-termly awards ceremonies with House Points awarded to tutor groups and Houses as part of the scheme.

House Points and Merits should be primarily recorded on Class Charts, or SIMS if need be, by the member of staff awarding the point. House Points will be monitored by Heads of House, Heads of Department, Form Tutors and calculated half termly.

Guidelines for awarding House Points:

- Learner can be awarded up to 3 Merits in one lesson.
- Learner may be awarded up to 5 Merits for their participation in a specific event.
- Principal’s award which is recommended to the Principal by a member of staff gains 6 Merits and a certificate.
- A whole class can be awarded a Merit each, provided that all learners participated and/or achieved.
- A Merit may be awarded to learners attending extra-curricular activities before School, at lunchtime or after School.
- Merits **will not** be awarded as an incentive for a learner to behave. Learners will not be given Merits for simply doing what is expected of them.

In addition to awarding House Points members of staff are able to acknowledge learners critical thinking, team-work, creativity, reflection, independence and resilience through:

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- Verbal praise
- Postcards home
- Phone calls and letters home
- Nominations to Heads of Departments for 'Learner of the Half Term'
- Nominations to the Principal for Special Awards.

Certificates of Achievement awarded at La Mare De Carteret High School

Bronze

Silver

Gold

Platinum

Principal

Special Award

Learner of the

Half Term

100% Attendance

Certificates are signed by the Principal and Head of House. Certificates are awarded during assemblies

Guidance for staff when dealing with behaviour that does not respect the rights of all learners and staff:

Initial Responses and Level 1 Responses (L1R)

<p>All staff are expected to attempt to reduce and de-escalate situations that may cause disruption in and around the classroom.</p>	
<p>Examples of unacceptable behaviour:</p> <ul style="list-style-type: none"> • Teasing • Talking out of turn • Shouting out • Work avoidance/time wasting • Stopping others from working • Inappropriate comments or rudeness • Inconsiderate behaviour • Failure to follow reasonable instructions • Unwillingness to listen and learn • Missing homework • Mobile phone visible without permission • Arguing • Damage to property/equipment • Late for lesson (please use discretion in the case of a learner who may be anxious; trying to avoid crowds etc. or learners who may have a genuine reasons for lateness). • Play fighting • Missing equipment / planner • Bullying (refer to Head of House) <p>Note: These strategies are not limited to classroom only activities</p>	<p>Examples of possible staff strategies as an Initial Response:</p> <ol style="list-style-type: none"> 1. Class Charter in place. 2. Informal responses: <ul style="list-style-type: none"> • Verbal reminders • Non-verbal cues • Body language • Expectation that student will follow instructions. <p>Examples of possible staff strategies and protocols where students persist in poor behaviours after an Initial Response</p> <p>Member of staff to have a restorative conversation with the student at a convenient time i.e. break time.</p> <p>Log on Sims as a L1R and resolve</p> <p>Failure to comply, persistence or escalation will result in a Level 2 Response (detention)</p>

Level 2 Response (L2R)

**The Head of Department in conjunction with the Subject Teacher is responsible for exploring group dynamics, lesson structures and planning to address barriers to learning.
Where a Level 2 Response is considered necessary, a detention is issued (see appendices)**

Examples of unacceptable behaviour:

- Failure to respond to positive strategies at Initial Responses or Level 1 Response
- Constantly arguing back
- Continued refusal to follow instructions
- Persistent and deliberate disruption of lesson
- Persistent and deliberate stopping of others working
- Leaving the room without permission
- Verbal abuse
- Refusal to switch mobile phone off and put away
- Persistent lateness (see appendices)
- Bullying (refer to Head of House)

Note: These examples are not limited to classroom only activities

Strategies available within Level 2 Response:

1. Consider moving learner to 'Buddy' room. If appropriate, discussion with and referral to HoD.
2. Once a learner receives more than 3 Level 2 Responses per half term, the HoD should discuss this with department staff and Line Manager.
3. Intervention strategies should be planned, implemented and evaluated.
4. Where a learner is unresponsive following implementation of strategies refer to HoH.

If a learner receives 3 Level 2 Responses in different subject areas within a week or consistently over a period of time the Head of House is responsible for intervention strategies at this stage to reduce escalation.

Level 3 Response (L3R) (On Call) / Out of classroom incidents requiring further action or investigation

SLT and HoH in conjunction with the Inclusion Manager are responsible for intervention strategies at this stage.

- Where a learner has been removed by 'On Call' a L3R should be logged on SIMS by the staff member requesting 'On Call'.
- Where a 60 minute SLT detention has been agreed it should be allocated on SIMS by the staff member nominated during discussion and parents contacted.
- Parents will be formally notified of detention by letter.

Reporting and actions when an incident has occurred that is deemed beyond classroom misbehaviour:

Staff or students reporting the incident should fill out an Incident Report (link in appendices). This should be passed either electronically or by hand to the relevant Head of House for action. The Head of House should then make the decision whether the incident should be dealt with by either themselves, HoD, SLT or Inclusion Manager.

The Incident, once dealt with, should be recorded on Sims as appropriate. The completed Incident Report(s) should be kept on student file by HOH.

Examples of unacceptable behaviour/ Incidents beyond classroom misbehaviour

- Continuing to challenge expectations after being removed to a 'Buddy' room
- Serious vandalism
- Fighting
- Smoking
- Aggressive behaviour, threats and swearing at member of staff or others
- Discriminative abuse
- Stealing
- Physical abuse
- Serious inappropriate behaviour
- Leaving School without permission
- Bringing unlawful/contraband items to School (see appendices)
- Behaviour and conduct likely to endanger selves and/or others.
- Inappropriate use of mobile phone
- Inappropriate use of I.C.T.
- Bullying- (refer to Head of House)

Strategies available as a Level 3 Response.

1. 'On Call' duty member of staff to assess the situation and if required remove the learner from the situation and find a suitable place for the student to sit that is out of circulation.
2. SLT, HoH, Inclusion Manager, HoD to collect/collate any Incident Reports and investigate as appropriate.
 - Special Circumstances: Cooling Off (see Appendices)
 - Alternative to Fixed Term Exclusion (see Appendices)
 - 60 minute after-school SLT detention
3. Staff member applying the Level 3 Response to engage in a restorative conversation with the learner and HoD/HoH to discuss behaviour as soon as practical before the next lesson with this learner.

Cooling Off, AFTE or FTE should be reported to Administration Manager to be recorded on SIMS.

Where a 60 minute SLT detention has been agreed, learner should be allocated to a detention on SIMS by the nominated staff member.

Pastoral Concern

A Pastoral Concern is a means of logging interventions. It is designed for use by **Form Tutors** and **Heads of House** although remain accessible to all members of staff in the event of Form Time cover or for example, **PE staff members** to record absence of kit. This is to ensure that learners are not repeatedly penalised for the same concern.

Pastoral Concerns can be logged on Sims by Form Tutors and Heads of House for:

- Uniform
- Morning punctuality
- Equipment i.e. planner, PE Kit, Stop Drop and Read book, pens etc.

Pastoral Concerns must be **recorded on SIMS in the Behaviour Module** by the member of staff raising the Pastoral Concern.

The member of staff raising the Pastoral Concern is expected to discuss their concern with their tutee unless Child Protection Officer has been involved and has given alternate instructions

Pastoral Concerns will be monitored by Form Tutors and Heads of House:

- For learners acquiring repeated Pastoral Concerns, parental contact should be made by the Form Tutor or HoH as appropriate to discuss concerns.
- Learners acquiring repeated Pastoral Concerns in a day may be required to attend a 30 minute detention if determined appropriate by the HoH.

Other (and Online) Concerns

These concerns are of a serious nature and the Child Protection Officer must be informed. An Incident Form should be completed at the earliest opportunity. Note, emergency cover will be provided for staff if needed.

All staff have a responsibility to report Other and Online safety concerns:

- Cyber bullying
- Self harm
- Radicalisation
- Sexting

Class Charts

Class Charts is an online app that the school uses to enable contact with parents and carers. It is our primary means of contact for non-emergency messages. It is also a useful means for students and parents to stay up-to-date with homework, behaviour and achievement points, detentions, attendance and timetabling.

Roles and Responsibilities

All members of staff will:

- Consistently apply La Mare De Carteret High School's Relationships Policy
- Support, praise and as appropriate reward learners good behaviour using the House Points Scheme protocol
- Respond to misbehaviour fairly, consistently, proportionately and reasonably—taking account of SEND and the needs of vulnerable learners and offer support as appropriate
- Model good behaviour and encourage an inclusive, safe and caring environment for students and staff
- Keep parents informed of their child's behaviour – positive behaviour as well as misbehaviour
- Monitor the safe use of technology in lessons, record online safety concerns on SIMS and report to the **Child Protection Officer**.
- Help learners to respect their rights and the rights of others through their teaching, approach to student behaviour and in the way they conduct themselves around the school.

Subject Teachers will:

- Establish an inclusive classroom and develop a Class Charter
- Following applying a Level 1 Response:
 - enter a Level 1 Response on SIMS
 - follow up with a restorative meeting with learner at an agreed break or lunch time to discuss how the learner has failed to respect the rights of other learners.
 - if learner fails to attend restorative meeting following reasonable reminders allocate learner to a 30 minute detention using L2R system in place on SIMS
 - contact parents to inform them of misbehaviour and detention
 - discuss with HoD
 - discuss with Form Tutor as appropriate
 - discuss with HoD if Level 1 Responses are given in consecutive lessons
- Following applying a Level 2 Response
 - use Class Charts to send a message to parents and student informing of a detention the following day at lunch time
 - log an L2R on SIMS with a brief explanation of behaviour issue leading to detention
 - engage in a restorative conversation with the learner to discuss how the learner has failed to respect the rights of other learners as soon as practical before the next lesson with this learner
 - set appropriate work for the student to be completed during detention
 - meet with HoD. Plan, implement and evaluate intervention strategies following regular Level 2 Responses for the same learner. Ensure that learner has attended the detention and follow up with learner, parents and HoD where learner has failed to attend.
- Following giving a Level 3 Response:
 - complete an Incident Report form and pass to the relevant HoD, HoH or SLT member if required to do so by the above school leader
 - enter a Level 3 Response on SIMS after consultation with the above school leader
- Engage in a restorative conversation with the learner and HoD/HoH to discuss how the learner has failed to respect the rights of other learners as soon as practical before the next lesson with this learner. If support is required, consult with an RJ trained member of staff via Inclusion Department
- Partake in CPD activities that are identified by HoD in order to improve behaviours in the classroom.

Form Tutors will:

- Monitor Tutee's behaviour and achievement weekly using daily Sims report
- Record Pastoral Concerns on SIMS as appropriate and follow up with a discussion with Tutee about their concerns
- For Tutee's acquiring repeated Pastoral Concerns in a week, parental contact should be made to discuss concerns.
- Attend meetings to discuss a Tutee's progress as appropriate.
- Discuss House Points, Behaviour and Pastoral Concerns alongside academic progress.
- Deliver the Pastoral Curriculum as directed by Heads of House.
- Partake in the Academic Mentoring process fully, as directed by Head of House.

Heads of Department will:

- Discuss Achievement and Behaviour points with Line Managers regularly to highlight celebrations and concerns
- Monitor departmental Level 2 Responses daily using the report produced by the ID team
- Respond to 'On Call' on a rota basis
- Following consecutive Level 2 Responses being given to an individual learner by the same member of staff:
meet with the member of staff to plan, implement and evaluate intervention strategies
discuss concerns with and refer to Inclusion Manager as appropriate. Information about The Inclusion Department can be found here:
<S:\Curriculum Staff\01 Inclusion Department\Inclusion Dept 2020-21>
- Meet with parents, learner and member of staff to discuss concerns
lead a restorative conversation between the member of staff and learner
refer to the appropriate HoH learners who have failed to respond to intervention strategies.
- Ensure that staff issuing Level 2 Responses have restorative conversations with students, contact parents and log on SIMS. A guide to restorative questions can be found here:
<S:\Curriculum Staff\01 Inclusion Department\Inclusion Dept 2018-19\Restorative conference>

Heads of House will:

- Monitor Pastoral Concerns, Level 1 Responses, Level 2 Responses and Level 3 Responses daily using the report produced by the ID team
- Monitor the intervention provided by Form Tutors at Pastoral Concerns and Level 1 Response
- Allocate learners who have acquired 3 Pastoral Concerns in a school day a 30 minute Pastoral detention.
- Supervise a 30 minute Pastoral detention on a rota basis
- Respond to 'On Call' as timetable dictates
- For learners who have failed to respond to intervention strategies implemented by HoD or learners who are acquiring Level 2 Responses in more than two subjects:
meet with Form Tutor, parents and learner to discuss concerns
place learner on report and meet with learner daily to monitor and mentor
regularly review learner progress with Form Tutor, parents/caregivers and learner and initiate Pastoral Support Plan process as appropriate
refer to Inclusion Manager, learners who have failed to respond to intervention

strategies. Information about The Inclusion Department can be found here:

<S:\Curriculum Staff\01 Inclusion Department\Inclusion Dept 2020-21>

- Contact parents as agreed with SLT/ Inclusion Manager following Level 3 Response being applied.
- Participate in reintegration meetings for students who have received Fixed Term Exclusion as appropriate
- Oversee students that are placed on report and instigate reports appropriately.

The Inclusion Manager will:

- Action referrals made by HoD and HoH
- Regularly review learner progress with Tutor, HoH, parents/carers, learner and other agencies through the Pastoral Support Plan process
- Work with other agencies to coordinate provision for learners who are on the SEND register
- Contact parents as agreed with SLT/ HoH following L3R being applied.
- Participate in reintegration meetings for students who have received Fixed Term Exclusion as appropriate.

SLT will:

- Monitor Level 3 Responses daily using Sims report
- Discuss with HoD's or HoH's that they line manage; behaviour, achievements and attendance
- Ensure the whole School Community is consulted about the principles of the Relationships Policy
- Inform HOH and Inclusion Manager if a learner is on Alternative to Fixed Term Exclusion, Cooling Off, Fixed Term Exclusion
- Ensure the Relationships Policy is reviewed on a regular basis
- Ensure members of staff receive the necessary professional development on behaviour strategies
- Respond to 'On Call' as appropriate
- Supervise a 60 minute SLT detention on a rota basis
- Implement as appropriate:
 - 60 minute SLT detention
 - Alternative to Fixed Term Exclusion
 - Cooling off (in conjunction with HT)
 - Fixed Term Exclusion (HT only)
 - Restorative conference
- Arrange reintegration interviews for parents at the end of a Fixed Term Exclusion
- Ensure SIMS recording is up to date.

Curriculum +

Intended as a pro-active intervention strategy whereby members of staff identify problems before they become major issues. A referral process is in place, please see Inclusion Department Guidelines.

Other Policies relating to the Relationships Policy

- States of Guernsey Education Services Physical Intervention and Restraint Policy
- States of Guernsey Education Services Guidance and Procedures for Managing Exclusions.
- La Mare De Carteret High School Anti Bullying Policy.
- Inclusion Department Guidelines
- La Mare De Carteret High School Uniform Policy.
- States of Guernsey Education Services Safeguarding: Online Safety Policy.

Appendix

Detention (L2R), Curriculum +, AFTE, Cooling Off and Contraband Items

- Heads of Department are to ensure 'Buddy' room timetables are created that take into account staff who may be working in a classroom away from the main subject 'hub' and staff who do not frequently teach in your subject area.
- 'Buddy' room information to be provided to Cover and Supply Staff.
- Where a learner has failed to respond to requests from a member of staff and it is felt by that member of staff that behaviour is beyond a Level 1 Response (or, Level 1 Response has not had the required effect), a Level 2 Response should be issued.
- Member of staff should log L2R on Sims and leave a brief comment as to why a detention has been set.
- Parents should be contacted by the member of staff applying Level 2 Response to inform them of misbehaviour and detention. This should be done via Class Charts ideally but a phone call where Class Charts is not used is also appropriate. Phone calls home must be logged on SIMS.
- The staff member applying the Level 2 Response should have a restorative meeting with the student at the earliest opportunity and consider setting work for the detention. HoD's should ensure that protocol is followed by staff in their departments.
- It is the responsibility of the student to attend the detention at the required time.
- It is the responsibility of the teacher setting the detention to check that a student has completed the detention and ensure that when a student does not do so, follow-up action occurs.

Students who do not meet the required behaviour expectations in a detention will repeat the detention on another day.

Students that repeatedly fail to follow detention protocol could face further sanctions such as AFTE.

Detentions will be supervised on a rota basis by SLT and Middle Managers.

- SLT detention Thursdays after school for 1 hour in an allocated room - when an after school detention has been set, a letter will be sent home to inform parents beforehand
- Middle Leaders detention at first lunch daily in an allocated room.

Students should use this time to complete meaningful work. Staff should set work for a detention where appropriate (for example a homework). There will be a bank of work in the allocated detention room for students who have no other work to complete.

Note: it is important that students exercise their right to relax (article 31 UNCRC) and so, the detention must not cover the whole of a lunch hour.

Detention for Lateness

At La Mare De Carteret High School, we believe that regular, inexcusable lateness shows a lack of personal ambition and is disruptive for our school community. Students that are late more than three times in a half term will be issued with a Level 2 detention for each subsequent lateness. We will take into account lateness that is unavoidable or out of the student's control.

Alternative to Fixed Term Exclusion (AFTE)

Immediately after being registered by their tutor, learners should report to the Inclusion Department.

Ten minutes before the start of break learners must be allowed to go to the toilet and access the canteen if required.

During break, learners should be supervised by a member of staff.

Ten minutes before the start of lunch learners must be allowed to go to the toilet and the canteen if required.

During lunch, learners should be supervised by a member of staff.

Cooling Off

Cooling off is a term used when a Principal has found it necessary to send a student home when their behaviour is seen to be causing unnecessary disruption during the school day.

Confiscation of items

Alongside items that are illegal to carry by Law, the school will not allow items to be brought into school/ classrooms when they are deemed to be disruptive. The list below is not exhaustive and school staff may consider items that are not on the list to be counter to good order within the school environment and therefore, staff members may confiscate any item that is deemed so:

- Drug paraphernalia including imagery
- Smoking materials of any kind
- Alcohol
- Aerosols
- Items that could cause harm or injury
- Images or items that could cause offense.

Those items on the list above, if not handed to The Police, will be destroyed.

We may choose not to return other confiscated items to students directly and parents may be asked to collect those items. Members of staff will take confiscated items to either the front office or a member of the Senior Leadership Team where those items will be held securely until collection.

Note- any item that is illegal to carry may be brought to the attention of the Police and will not be returned to students.

Mobile Phones

Mobile phones are not to be used during the school day without the express permission of a member of staff during an educational activity. An example of this could be the recording of a performance during drama/music lessons. If carried into school, mobile phones must be switched off and kept out of sight. This includes during break/lunch times. School staff may confiscate mobile phones.

Fixed Term Exclusion from School (FTE)

Principals and the Officers of the Education Department will adopt the following policy when making decisions on exclusions and administering the exclusion process:
States of Guernsey Education Department Policy Document- Managing School Exclusions version: 150904, September 2015.

This policy will be made available upon request from a parent/carer.

These procedures apply to all the maintained schools and all the children/young persons in them up to 16 years of age.

The Principal or Principal's designated representative may decide to exclude a student for a fixed-term period. The number of days determined is outlined in the policy document highlighted above.

Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours. Students should not be on or in the vicinity of school premises.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school.

Student Behaviour Outside School

Student behaviour outside school on school business, for example on school trips, away school sports fixtures, or work experience placements, is subject to the sanctions within this policy. Inappropriate behaviour in such circumstances should be dealt with as if it had taken place in school.

For behaviour outside school, but not on school business, a Principal may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole, or causing reputational damage to the school. This will be a matter of judgement for the Principal.

Student behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

Managing Safeguarding Concerns and Allegations Against People Working in/for Schools

All people working in/for States of Guernsey-maintained schools and supporting Education services are expected to demonstrate high standards of conduct in working with/around children. It is important that anyone who has a safeguarding concern about such a person is able to raise it; that they are listened to and taken seriously, and appropriate action is taken. The aim of sharing concerns is not only to safeguard learners, but also enable early identification and support for adults to address any practice that is not ideal.

1. The procedure is published [here](#) (in the Safeguarding library on ConnectED).

Safeguarding & Child Protection (S&CP) – Model School policy

1. This publication is available [here](#).
2. The Record of Concern template for safeguarding concerns about **learners** is now available [here](#).

Student Who Makes Malicious Accusations Against School Staff

The Principal will take any allegations whether malicious or not against any member of staff extremely seriously. Any allegation that is proven to be false is a serious matter where the Principal will work with all parties sensitively and follow behaviour sanctions within their remit. Dependent on the nature of allegation and incident, the sanction could be taken further after consultation with the Executive Headteacher and/or Director of Education.

Internal Links

Incident Reports:

[S:\All Staff Shared\Incident Report](#)

Inclusion Department Information:

[S:\Curriculum Staff\01 Inclusion Department\Inclusion Dept 2020-21](#)