



**WILLIAM ELLIS SCHOOL**

**Behaviour Policy**

**DOCUMENT CONTROL**

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## **1. Behaviour policy principles (this section of the policy is new)**

Our approach to engagement is governed by the school motto – “rather use than fame” and our vision: to be a school that nurtures successful students and good citizens through strong relationships.

This is captured through our William Ellis attributes, the 5Rs: responsibility, respect, resourcefulness, reflection, resilience.

Behaviour is linked to attainment and attendance throughout students’ experiences of school.

- When students experience success, they are better able to self-regulate. Better self-regulation makes learning more productive.
- When students attend school, they are in better routines and have stronger relationships with peers and adults. When those relationships are stronger, they have a greater incentive to attend.
- When students attend school, they make better progress and have more positive learning experiences. In turn, this encourages them to continue to attend.

Behaviour needs to be taught explicitly and modelled so that it can be caught. We must include both strategies in our approach.

In line with the school vision, relationships are key to students’ academic success and strong personal development. These relationships should be cultivated through emotionally intelligent interactions with students, using the principles of trauma informed practice.

William Ellis School is an inclusive community and must strive to do all it can to make students feel safe while they are at school, including from bullying, harassment, and discrimination.

Celebrations of and rewards for good behaviour must be at least as prominent in the school as sanctions and consequences for poor behaviour.

High standards of behaviour are best achieved when the school, students and their families work in partnership.

The expectations of behaviour in the school and the positive and negative consequences of students’ behaviour choices must be made clear to them, all staff and families through this policy and supplementary documents e.g. poster displays. These must be consistently applied by staff, with professional regard for the needs of individual students in relation to SEND and safeguarding, and with consideration for the impact of complex disadvantage.

Expectations of students’ behaviour extend into the wider community and students may be rewarded or sanctioned for this. There may be times when police involvement takes priority over any action that might be taken by the school.

This policy applies to all students on roll at William Ellis School in years 7-13 and may also be applied to LaSWAP students on roll at La Sainte Union, Parliament Hill or Acland Burghley when they are on or around the William Ellis School site.

William Ellis School is bound by legislation in relation to its dealings with students and their behaviour. This includes the following (or updated iterations):

- DfE Behaviour in Schools September 2022 [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools)
- DfE Searching, Screening and Confiscation July 2022 [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-at-school)
- DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England September 2022 [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions)
- Ofsted Education Inspection Framework July 2022 [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework-eif)
- SEND Code of Practice (2015)
- DfE Use of Reasonable Force July 2013 [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
- Alternative Provision: Statutory Guidance for Local Authorities 2013 [Additional health needs guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance)
- Equalities Act 2010 [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-guidance)
- The Schools (Specifications and Disposal of Articles) Regulations 2012
- Health and Safety at Work etc. Act 1974

## **2. RESPONSIBILITIES**

### **2.1. Governing Body responsibilities**

The Governing Body will establish in consultation with the Headteacher, staff, parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.

Governors will support the School in maintaining high standards of behaviour. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

### **2.2. Staff responsibilities**

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

All staff will be responsible for:

- Making students fully aware of the school policy, procedures and expectations
- Ensuring that the policy and procedures are followed, and consistently and fairly applied
- Setting expectations of high standards of work and behaviour as per the teacher core standards
- Treating students as individuals and with respect
- Forming positive home-school relationships and communications

- Responding promptly to communication from parents/carers including emails /telephone calls

Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

### **2.3. Parent/carer responsibilities**

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour by:

- Discussing, supporting and enforcing the school rules with their child
- Responding promptly to communication from school such as letters/telephone calls
- Attending meetings to discuss their child's progress and behaviour
- Building positive home-school relationships

Parents and carers will have the opportunity to raise with the School any issues arising from the operation of this policy.

### **2.4. Student responsibilities**

Students will be expected to be **respectful**, **responsible**, and **reflective** regarding their own behaviour by:

- **Respectful**

Treating all members of staff, fellow students, and members of the public with respect

- **Responsible**

Following instructions immediately

Being aware and following the school rules in and out of school when in school uniform or representing the school

Ensure that any incidents of disruption, bullying and any form of harassment are reported.

- **Reflective**

Understanding that unacceptable behaviour sanctions are a result of choosing to break the school rules

## **3. KEY PRINCIPLES**

- Self-regulated discipline is recognised to be the most effective form of discipline.
- Teaching students how to behave, the skills of self-discipline, cooperation, respect and tolerance are an important part of the curriculum and are taught explicitly
- Young people respond well to high expectations, praise and clear boundaries

- Good behaviour shall be recognised by the school and rewarded in accordance with Appendix 2 on Behaviour for Learning.
- Everyone in the school has the right to be treated as an individual and with respect

#### **4. MUTUAL EXPECTATIONS**

The school expects that:

- Parents/carers and students recognise the need for the students to behave at all times (whether on or off school premises) in a courteous and civilised way, with particular emphasis on the following: politeness; respect to others regardless of ethnicity, sexual orientation or disability; punctuality; concern for the disadvantaged; respect for the property and environment of the School;
- Each student will abide by the Code of Conduct and other specific rules made by the school.
- Parents will support the objectives of the school as set out in the Code of Conduct through the Home School Agreement and exercise their influence to reinforce these objectives and deal courteously with staff.
- Parents/carers will respond to general or specific initiatives from the school relating to student behaviour and in particular will cooperate with the School on matters relating to their child.

Parents/carers expect that:

- Staff will deal courteously with parents.
- The school will have a system of rewards and sanctions that seeks to carry into practice the objectives of the school and that this system will be published at appropriate times.
- The systems of rewards and sanctions are applied consistently and fairly and in accordance with any published policies.
- The school will keep parents informed of significant breaches of behaviour policy involving their child.

#### **5. BEHAVIOUR THE SCHOOL WILL NOT TOLERATE**

In particular, the school will not tolerate the following behaviour:

- Persistent bullying (see the anti-bullying policy, Appendix 3)
- Persistent defiance
- Persistent disruption to learning
- Racist behaviour/ harassment
- Homophobic behaviour/ harassment
- Sexual harassment
- Peer on peer abuse
- Demeaning language against protected characteristics (see equalities policy)

- Serious actual violence or threatened violence
- Threats or using abusive language to other members of the school community
- Sexual assault, defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of an offensive weapon including bladed items and imitation firearms
- Possession, consumption or supply of an illegal or controlled drug (including cigarettes, vapes and alcohol) at school or on the way to or from school
- Arrival at school with behaviours or smell or other indications that they may be under the influence of illegal drugs or alcohol
- Theft
- Vandalism
- Fighting/organised wrongdoing
- Arson
- Malicious allegations
- Use of social media or digital technology in or out of school to demean, to make allegations, to threaten violence or sexual intimidation, to cyber bully or to make offensive comments about any individual connected with the school (this includes online behaviour outside of school).
- Encouragement of others to do any of the above
- Anything that goes against treating others with respect and dignity

This includes behaviour outside of school whilst wearing school uniform and on school journeys or trips.

## **6. SANCTIONS**

Sanctions may be applied to breaches of the Code of Conduct as set out in Appendix 1 and other conduct contrary to the overriding purpose above including behaviour that occurs off School premises.

Where sanctions are necessary to reinforce self-discipline, they must be appropriate and proportionate to the nature of the conduct and the surrounding circumstances.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied, in reference to the school values and 5Rs
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be clear distinction between minor and major offences

- It should be the behaviour rather than the person that is punished, and made clear in the use of trauma informed language

The primary sanction to address poor behaviour is detention. This will usually take place after normal School hours as determined by the individual teacher.

We believe that detentions should be a reflective process. i.e. the staff member who set the detention will attend to the student at the end of the day to have a restorative conversation.

The school will try to contact parents, normally by text message, to inform them of any detention after school that lasts more than 30 minutes. During a detention, students are expected to do one or more of the following:

- Engage in a reflective conversation with the teacher who has set the detention, their tutor or Head of Year, or a senior member of staff who is supporting the detention
- Read silently, from a book of their choice or provided to them
- Complete work exercises provided in the detention, in silence
- Complete homework

Exemplary behaviour is required in detention at all times, or the detention may need to be repeated or a further sanction applied.

Timings of detentions are currently as follows:

L2 – at the discretion of the member of staff but no longer than 30 minutes

L3 – 45 minutes

L4 – 80 minutes

Head Teacher detention – 2 Hours on Fridays

Other sanctions include the use of the Seclusion and Reflection Centre (SRC).

## **THE SECLUSION AND REFLECTION CENTRE (SRC)**

The SRC's main aims are:

- Improve teaching and learning
- To avoid fixed term exclusions for the cohort of students who may be referred to the SRC
- To have a space that can be used to mentor students so that they are able to reflect on their behaviour(s)
- To reintegrate students successfully into the mainstream

A referral to the SRC means that a student is kept separate from their peers for a set period. The referral is normally set by the relevant Head of Year.

The SRC runs on a different timetable from the rest of the school, i.e. it is an extended day. The student will remain in the SRC for the full duration. They may also be required to complete a detention afterwards.

We will always aim to notify parents or carers prior to a student being referred to the SRC.

Although when in the SRC, the student will have access to appropriate resources for their timetabled lessons and will have curriculum support from a member of staff, they may also have to complete work that is not on their timetable for that day. They will also access our mentoring programme. This will help the student to be able to reflect on their behaviour. In addition, they will be able to discuss strategies to improve their behaviour when they are reintegrated into the mainstream classroom.

Behaviour of the kind outlined in Section 5 will result a further escalation of sanctions including possible suspension or exclusion.

In the case of persistent disruption and defiance a stepped response is taken with combined support and sanctions.

Suspension may also be imposed for equivalent and persistent breaches of the Code of Conduct, including breaking the code of conduct or expectations of the SRC.

Suspension may be for a fixed period or be raised to a permanent exclusion depending on the Headteacher's assessment of the gravity of the conduct, the surrounding circumstances, and the principles set out above.

Whether a suspension or permanent exclusion, the school is responsible for providing appropriate work during the suspension/ exclusion period up to and including the 5th day, after which alternative provision must be arranged.

In the Headteacher's absence the Deputy and Assistant Headteachers have the authority to exclude students.

Suspension is regarded as a serious disciplinary offence that will always require a carer/parental readmission meeting with staff before the student is readmitted to the school.

## **7. PERMANENT EXCLUSION**

The decision to exclude a student permanently is a serious one. The decision to exclude a student permanently should be taken only:

7.1 If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school due to persistent breaches of the Code of Conduct. In this case it is the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including suspension, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

7.2 In response to serious breaches of the school's behaviour policy, these breaches might include those offences listed in section 5 above.

A student may be permanently excluded for either the situation described in 6.1 or the situation described in 6.2. A student may also be permanently excluded if his/her behaviour is seriously harming the education or welfare of himself/herself or others in the school due to persistent breaches of the Code of Conduct and he/she commits a serious breach of the school's behaviour policy.



## **8. TAKING INTO ACCOUNT INDIVIDUAL STUDENT NEEDS**

The following groups of vulnerable students may at some point require staff to take account of their individual needs and circumstances when applying the school behaviour policy.

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs (SEND)
- Looked after children (LAC)
- Sick children and children with medical needs
- Young carers
- Children from families with a social worker
- Students with mental health needs

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from external agencies may be sought via the SEND department.

## **9. UNIFORM including PE kit**

Students will receive sanctions for non-compliance to the school dress code. These may be in the form of detentions and in more serious cases a student may be sent home if they are not dressed in the correct uniform or instructed to wear replacement uniform provided at school. They are expected to return to school immediately with their uniform rectified. Parents/carers of students who do not wear their uniform correctly will be contacted to discuss the reasons for non-uniform, the alternative arrangements and, if necessary, an agreed time by which the issue will be resolved.

There may be good reason why a child is not wearing school uniform. In this case, parents/carers should share the reasons with the Head of Year. The school will always be considerate and discrete in trying to establish why a student is not wearing the correct uniform. Students will not be made to feel uncomfortable, nor discriminated against, because their parent/carer is unable to provide them with the required items of school uniform. In line with our culture of honest conversation with parents/carers, we encourage discussion with the school at the earliest opportunity if there are any difficulties.

There will be the occasions when the school decides that school uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a fundraising event. Parents/carers will be notified in advance of what is the revised dress code on these days.

## **10. MOBILE PHONES:**

Mobile phones are not allowed to be used anywhere on the school premises during the school day unless under the direct instruction and supervision of a member of staff (for limited reasons).

It is an entitlement for all students at WES:

- To be able to remain focused on their learning and make excellent progress
- To be kept safe whilst in school
- To be free from the inappropriate use of mobile phones in school
- To reduce the amount of time that they spend on social media and smartphones which, research shows, is proven to have a detrimental impact on the well-being of young people
- To be effective, face to face communicators
- To be free from online bullying whilst in school
- To be free from the detrimental effects that mobile phones have on mental health
- To be able to use mobile phones responsibly in an academic setting

Your son may bring a phone to school, however, it must not be seen or heard, or it will be confiscated.

The only exceptions to this are in lessons, when teachers have the discretion to allow students to use their mobile phones to aid learning, or to call home in the presence of a member of a teacher. This must be directed by the teacher..

These exceptions apply only when directed by a teacher, not every lesson with a teacher and not every time your son wishes to call home. If a student is given permission to use his phone, the teacher will give precise instructions what the phones can be used for.

As mobile phones are not allowed during the school day, this means that headphones will not be needed and therefore should not be worn.

If students need to access TEAMS, Satchel One or complete Independent Study, they can use the IT in the Library which is open at break and lunchtime.

Mobile phones must not be used to contact parents/carers/family members during the school day, otherwise the phone will be confiscated. If there is an emergency, students should speak to a member of staff at the Reception to use the school phone, or to ask permission to use their own phone whilst at Reception or with a member of staff.

**For sanctions for infractions of the mobile phone rules, see appendix.**

## **11. MONITORING, EVALUATION AND REVIEW**

In order to monitor the effectiveness of this policy the Governing Body will:

- Review this policy at least every two years and assess its implementation and effectiveness

- Receive termly reports from the Headteacher on exclusions
- Receive annual reports on behaviour and the use of rewards and sanctions
- Ensure that disciplinary decisions are taken in accordance with the Behaviour Policy and Equalities Policy and the legal obligations of the school

## **APPENDIX ONE: CODE OF CONDUCT**

### **Introduction**

William Ellis is a richly diverse school community made up of all people representing most ethnic groups and religions. We should treat everyone with respect whatever their aptitudes, race, sex, gender, colour, sexual preference and religion.

We will only achieve our best if students help to create a learning environment where teachers are free to teach and students able to learn.

Every member of our community should feel safe at our school.

All students accept that they should:

### **Be Respectful**

- Listen to each other
- Be considerate to others
- Work with others sensibly
- Be polite and courteous to all
- Wear the correct school uniform correctly

### **Be Responsible**

- Help others when they can
- Move quietly and calmly around the building, walking on the left, not engaging physically with others
- Follow all instructions given by staff immediately including handing over their mobile phones
- Keep calm and never use violence or threats
- Leave classrooms tidy
- Follow classroom safety rules
- Do not chew gum in school
- Eat only in designated areas
- Clear away plates, cutlery and litter in the canteen
- Keep all prohibited items off school premises
- Keep mobile phones switched off and out of sight

**Be Reflective**

- Tell the truth
- Report bullying
- Report sexual harassment
- Speak to a member of staff if they see something wrong
- Talk to a member of staff about any problems

**Be Resourceful**

- Bring all necessary equipment
- Complete homework to a high standard and keep to deadlines
- Look after displays and decorations
- Put litter in bins

**Be Resilient**

- Get to school on time, attend all lessons and be on time for them
- Stay on task, completing all work and allow others to do the same

## **APPENDIX TWO: PROHIBITED ITEMS AND ACTIVITIES**

The following are strictly forbidden:

- possession of any offensive weapon including any bladed item or imitation firearm
- possession, consumption or supply of an illegal drug or alcohol at school or on the way to or from school, or possession of drug paraphernalia.
- fireworks
- unseemly literature or pictures/pornographic images
- betting, gambling or playing for money
- stolen items
- tobacco and cigarette papers, vapes
- transactions - students may not engage in trading, buying, selling or swapping any goods, money, services or favours.
- any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury to, or damage to the property of, any person (including the student themselves) be sold or traded
- Using a mobile phone without the express permission to do so from a member of staff

### **APPENDIX THREE: MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF**

There may be occasions when a student needs to raise issues about the actions of a member of staff and the school has procedures for dealing with concerns. However, where the allegation is clearly one of a malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

## **APPENDIX FOUR: BEHAVIOUR FOR LEARNING**

William Ellis School believe that learning good behaviour is an important stage in a young person's development. The school understands that "behaviour" does not happen in isolation but is affected by a variety of influences and that poor behaviour is not simply the product of a student's unwillingness to behave as required by the school.

The purpose of promoting good learning behaviour is to provide a safe, secure and supportive environment that enables and encourages students to participate and engage in a range of learning opportunities that support their physical, emotional, social and intellectual development. Good behaviour is not an end in itself.

William Ellis School recognises the interrelationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. Furthermore, teaching "good behaviour" to young people is dependent on positive relationships between staff and students based on mutual respect for each other's rights and responsibilities.

To achieve the aim of teaching good behaviour for learning the school will:

- Promote the school's Motto, Vision and Virtues (the 5Rs)
- Communicate expectations consistently to students and parents
- Display expectations and codes for behaviour around the school
- Recognise, praise and reward good behaviour for learning
- Intervene and support students whose behaviour for learning is inappropriate
- Provide training opportunities for staff in behaviour management and ensure staff model expected behaviour
- Work in partnerships with parents and carers

### **Rewards and sanctions at William Ellis School**

Praise and reward should be used to motivate more frequently than negative consequences. This builds up a culture of achievement and success. The school aims for a ratio of five to one praise points relative to concerns.

<b>REWARDS</b>	<b>SANCTIONS</b>
VERBAL PRAISE	VEBAL WARNING
PRAISE POINTS ON MIS	CONCERN POINTS ON MIS
POSITIVE PHONE CALLS OR CORRESPONDANCE HOME	COMMUNICATION HOME REGARDING SANCTIONS
CERTIFICATES	DETENTIONS
TRIPS	WITHDRAWAL OF PRIVILIGES
TUTOR/HOY/SUBJECT AWARDS	SECLUSION AND REFLECTION CENTRE
COMMENDATIONS (WESPA AWARDS)	SUSPENSION

### **Monitoring Student Behaviour**



The school uses a management information system provider for staff to record praise and concern on a student's behaviour record.

The MIS record is used to monitor the behaviour for learning of individual students and groups of students. The evaluation of this record will inform the Governing Body's review of the Behaviour Policy.

## **APPENDIX FIVE: ANTI BULLYING POLICY**

William Ellis School is an inclusive community school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn, work, free from bullying or the fear of bullying.

### **Aims of Policy**

To ensure:

- All students, staff and parents understand what bullying is, that all forms of bullying are unacceptable and the harmful effects of bullying on individuals
- The school promotes the importance of the social, moral spiritual and cultural values of the community based on mutual respect to create an ethos where bullying is not accepted
- The school has a specific programme of anti-bullying education and awareness
- That all members of our community feel responsible for reducing bullying and are aware of their right in relation to feeling safe and free from intimidation or bullying
- A clear and efficient process for dealing with allegations of bullying
- Appropriate support is in place for students
- All incidents of bullying are recorded and systematically monitored
- Appropriate training for staff to develop skills in dealing with bullying
- The school complies with its statutory duties

### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Department of Education)

Bullying can take different forms:

- Physical – including hitting, kicking, or inappropriate physical contact
- Emotional – name calling, taunting, mocking, making offensive comments, taking belongings

It is important to note that any of these behaviours done as a one-off or random act does not constitute Bullying. It may be a serious incident and will be addressed through the Code of Conduct in the Behaviour Policy.

Cyber bullying refers to bullying through information and communication technologies, mediums such as mobile phone text messages, emails, phone calls, internet chat rooms, instant messaging and social networking websites which can happen at all times of the day with potentially a bigger audience.

Bullies often target victims based on real or perceived differences including race, religion, gender, sexual orientation, ability, physical appearance or social class.

Social, Moral Spiritual Cultural (SMSC) values:

William Ellis School is proud of its diverse student population and we believe it is one of the strengths of our school. We see it is important to educate students about the Social, Moral, Spiritual and Cultural values of the community and believe that this awareness and understanding will develop an ethos where motivation and opportunities to bully will be minimised.

#### **Programme of anti-bullying education and awareness:**

- Tutorial programme
- PSHE programme including Deep Learning Days and assemblies
- Anti-Bullying week
- IT curriculum to include E-safety
- Workshops for parents
- Subject area work, e.g. Drama at KS3, English, RE, IT

#### **Rights and Responsibilities**

##### **Rights and Responsibilities**

	<b>Students</b>	<b>Parents/carers</b>	<b>Staff</b>
<b>Rights</b>	Have the right to participate fully in school without being bullied. Have the right to be happy, safe and enjoy school.	Have the right to be informed of any alleged bullying and a right to be listened to when raising concerns about bullying.	Have the right to go about their work without intimidation or harassment, including through electronic media.
<b>Responsibilities</b>	Have a responsibility to allow other students to participate fully in school life without being bullied. Have a responsibility to report any incident of bullying to the school.	Have a responsibility to report any concerns about bullying to the school.	Have a responsibility to take any allegation of bullying seriously, to report this to relevant staff who will investigate the allegation.

#### **Dealing with incidents of Bullying:**

- Bullying is a breach of the Code of Conduct and will be dealt with seriously All investigations will be handled sensitively and carefully
- Outcomes will be decided on an individual case assessment
- When a case of bullying has been confirmed the priority is to stop any bullying
- The school will apply disciplinary measures to students who bully and provide support to the victim of bullying
- Parents of the victim and perpetrator will be informed of the bullying and subsequent actions

In situations where incident happen outside school, including cyber bullying, the school may involve the police.

Where appropriate restorative approaches will be used.

### **Student Support Services**

Bullying can impact seriously on a young person's emotional and social development. Any student who suffers from bullying will have access to student support services including, mentors, student counsellor, parent support worker and other external agencies.

Access to these services will be discussed with students and parents, who should give permission before any referral can be made.

It may be necessary to provide student support services to the perpetrators of bullying to deal with the underlying causes of their behaviour.

### **Monitoring Bullying**

All incidents of alleged bullying toward a specific student or group of students are to be recorded on a Serious Incident Sheet and given to the Head of Year or member of the Senior Leadership Team. A log will be kept of all alleged bullying incidents and report shared with the Headteacher and Governors termly.

### **Training Programme for staff**

The school will take a proactive and reactive approach to dealing with such matters. Training will be provided to individuals or groups of staff as appropriate

### **Statutory Duties**

This policy forms part of the School Behaviour Policy and should be read in conjunction with the Schools Equalities Policy.

## **APPENDIX SIX: PHYSICAL INTERVENTION AND THE USE OF REASONABLE FORCE**

On rare occasions staff may need to use reasonable force to control or restrain in order to prevent students from:

- hurting themselves or others
- damaging property
- prejudicing the maintenance of good order Control can mean either:
  - passive physical contact, e.g. standing between students or blocking a student's path,
  - active physical contact, e.g. leading a student by the arm out of a classroom

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, e.g. when two students are fighting and refuse to separate without physical intervention.

Under Section 93, Education and Inspections Act 2006 all school staff have the legal power to use reasonable force and other people whom the Headteacher has temporarily put in charge of students e.g. unpaid volunteers or parents accompanying students on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned but it should only be considered if there is a risk with the behaviour and should always depend on the individual circumstances.

Staff should always try to avoid acting in a way which might cause injury and use no more force than is needed.

Staff should initially use other strategies, e.g. warnings, language of choice, referring to school rules and sanctions, unless there is imminent danger of injury.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- removing a disruptive student from the classroom where they have refused to follow an instruction to do so
- preventing a student behaving in a way that disrupts a school event or a school trip or visit
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- preventing a student from attacking a member of staff or another student, or stopping a fight
- restraining a student at risk of harming themselves through physical outbursts

It is always unlawful to use force as a punishment.

The school will normally discuss serious incidents involving the use of force with parents. Staff are required to record serious incidents and if force has been used this must be included in the record. The record should include:

- student's behaviour and level of risk presented at the time of the incident

- degree of force used
- effect on the student and/or member of staff

The school's policy on physical intervention and reasonable force is based on DFE guidance Use of reasonable force Advice for head teachers, staff and governing bodies which relates to the Education Act 1996 and Education and Inspections Act 2006

## **APPENDIX SEVEN: SCREENING, SEARCHING AND CONFISCATION**

### **Screening:**

Screening in this context refers to the use of a walk-through or hand-held metal detector (arch or wand). This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. The school may, from time to time, require students to undergo screening regardless of whether the school suspects them of carrying weapons. The school does not require the consent of the student. Students who refuse to be screened will not be allowed on the premises. In this instance the student's absence will be treated as unauthorised. Any member of school staff can screen students.

### **Searching:**

If a member of staff suspects that a student is in possession of a prohibited object, the student may be searched. This search of a student should be conducted by the Headteacher or a member of staff authorized by the Headteacher (usually SENDCO, Head of Year, deputy and assistant Headteachers). The search should be conducted by a member of staff of the same gender as the student and in the presence of another responsible adult (where possible of the same gender). Before any search is undertaken consent will be sought from the student. If consent is refused, the student will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of prohibited items the student may be searched without their consent. Prohibited items are listed in appendix one

Searching student's possessions includes searching any goods over which the student has or appears to have control, this includes lockers and bags. Searches will be conducted in such a manner as to minimise embarrassment or distress.

Safer Schools Police Officer has more extensive powers concerning searching without consent and therefore if available may be the most appropriate person to search a student believed to be in possession of a prohibited item.

It is advisable but not compulsory to inform parents before and/or after a search takes place, we would always aim to do this but on occasion this may not be possible in advance. Where objects are found however, the individual student's parents should be contacted where what is found constitutes a significant breach of the school rules, and especially where a "prohibited item" is found.

### **Searching electronic devices (e.g. mobile phones)**

The school reserves the right to search a student's electronic device if a member of staff suspects that the device contains inappropriate material including photographs and/or if the member of staff suspects that it has been used to bully or harass another person or used in joint enterprise. This search should be conducted by the Headteacher or a member of staff authorized by the Headteacher (usually SENDCO, Head of Year, deputy and assistant Headteachers). Consent will be sought from the student. If consent is refused, the student will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of a serious offence the student may be searched without their consent.

### **Confiscation**

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police.

A member of staff is enabled to confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

Mobile phones will be confiscated if a student is found to be using (or is seen in the students' possession) it or simply holding it in view, without the express permission of a member of staff.



## **APPENDIX EIGHT: INVESTIGATION OF SERIOUS INCIDENTS**

If a serious incident is thought to have taken place it must be investigated.

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Designated Safeguarding Lead (or Deputy) as appropriate. In situations where, other services need to be informed, the Headteacher or her designate will attempt to contact the family to let them know of the referral, unless it is, in their judgment, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform a senior member of staff as soon as possible. In the event that this is not possible then the staff member should refer it to the Head of Year. The senior member of staff will decide the nature of investigation required, usually including conducting an initial interview with the student/s concerned and by arranging for the student/s concerned to produce a statement relating to the matter.

CCTV cameras may be checked to provide evidence of the facts.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the student/s concerned to be supervised by a member of staff or isolated from other students. Any investigation should be conducted away from the public gaze.

When a student is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again.

Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the student concerned. If the student refuses to make a written statement this must be noted.

## **APPENDIX NINE: MOBILE PHONE SANCTIONS**

On the first occasion, if a mobile phone is confiscated, students will be given a level 2 and their phone will be taken to the student reception. They will be able to collect their phone at the end of the school day.

If a student's phone is confiscated a second time, the student will receive a Level 3 detention (45 minutes) and their parent/carer will need to collect the phone from the main reception where they will meet with a HoY or a relevant member of SLT.

If a student's phone is confiscated a third time, the student will receive a Level 4 detention (80 minutes) and their parent/carer will need to collect the phone from the main reception, a week later, where they will meet with a Head of Year or a relevant member of SLT.

Subsequent confiscations will result in an escalation of sanctions and the phone being confiscated for an additional week or two weeks. If a student refuses to hand over their phone when asked by a member of staff, the student will receive a Level 4 detention and will possibly face a suspension.

If students need to access TEAMS, Satchel One or complete Independent Study, they can use the IT in the Library which is open at break and lunchtime.

Mobile phones must not be used to contact parents/carers/family members during the school day, otherwise the phone will be confiscated. If there is an emergency, students should speak to a member of staff at the Reception to use the school phone, or to ask permission to use their own phone whilst at Reception or with a member of staff.

## APPENDIX TEN: Alternative Provision, Off-site Directives & Managed Moves

### 1. Definitions and Legislative Parameters

#### 1.1 Definitions

This is an alphabetical list of key terms and abbreviations used throughout this policy, which may otherwise not be in common usage within education.

Key Terms	
Alternative Provision (AP)	Education provided outside of a mainstream school setting.
Day-Six Provision	For a suspension of more than five school days, the governing body must arrange suitable full-time education for any student of compulsory school age.
Fair Access Panel (FAP)	A borough-wide panel which supports equitable placement of vulnerable students and students with challenging behaviour.
Home Borough	The borough in which a student's official address is recorded.
Managed Move	"A managed move should only be offered as a permanent transfer, and only when the pupil has been attending the proposed new school under an off-site direction and a review of the direction has established that the pupil has settled well into the school and should remain there on a permanent basis". <a href="#">Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement</a> (Page 19)
Off-site Direction	A governing body of a maintained school may require a student to attend somewhere off-site to receive education that is intended to improve their behaviour. During the off-site direction, students must be dual registered. The governing body must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010, including the amendments made to the regulation in 2012, and must have regard to the <a href="#">Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies</a> .
Permanent Exclusion	A student is permanently excluded for persistent breaches or a single substantial breach of the behaviour policy. The student would be removed from the school roll and not allowed to return. This decision can only be made by the headteacher, and is reviewed by the governing body.
Receiving school	The school identified to receive the student as part of the off-site directive and/or management move
Referring school	The school in which the school was originally registered on roll
Suspension	A fixed period exclusion is where a student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

## **1.2 2022 Legislative Parameters**

High behaviour standards in school are essential to ensure that all students can benefit from the opportunities provided by education. For the vast majority of students, suspensions and permanent exclusions may not be necessary, and their behaviour can be managed by other strategies as set out in William Ellis School's Behaviour Policy. However, suspensions, permanent exclusions, managed moves and off-site directions are essential behaviour management tools of last resort for headteachers. This is to ensure that students are protected from disruption and can learn in safe, calm, and supportive environments.

The latest legislation concerning Suspensions and Permanent Exclusions provides clear guidance on what is, and is not, appropriate concerning Permanent Exclusions and using Managed Moves as an alternative to them:

- Managed moves must continue not to be used as a sanction. Instead, they are a permanent strategy to improve behaviour (or, less frequently, provide for the safeguarding needs of individual students)
- Families must continue not to be pressured into accepting a managed move
- A managed move should only be offered as a permanent transfer, and only when the student has been attending the proposed new school under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis.

## **2. Alternative Provision in relation to Managed Moves**

### **2.1 Alternative Provision (AP) & Offsite-site directions:**

Headteachers are encouraged to consider both off-site directions and managed moves as an alternative to exclusions. At William Ellis School, any use of AP must be based on an understanding of the support a student needs to improve their behaviour, as well as any SEND. Off-site direction will only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP. Off-site direction will never be used as a sanction or punishment for past misconduct, but as a way to improve future behaviour.

The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the provider upfront. The plan will then be frequently monitored and reviewed. Students must continue to receive a broad and balanced education, and this will support re-integration back into mainstream schooling. Details regarding how this is achieved at William Ellis School are found in Section 4.3 of this policy. By adhering to this policy, the governing body of William Ellis School will meet its obligations when making or reviewing an off-site direction under Section 29A of the Education Act 2002 and when arranging suitable education for a suspended student under section 100 of the Education Inspection Act 2006.

Off-site direction occurs when a governing body of a maintained school requires a student to attend somewhere off-site to receive education that is intended to improve their behaviour<sup>1</sup>. Where interventions or outreach support have not been successful in improving a child or young person's

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<sup>1</sup> Section 29A of the Education Act 2002.

behaviour, William Ellis School may use off-site direction to arrange short-term temporary support in another mainstream school or AP. During the off-site direction, students must be dual registered.

When possible, in-school interventions, such as those set out in the [Behaviour in Schools guidance](#), or outreach support from AP schools should be used to meet a child or young person's individual needs and circumstances – whether behavioural or in relation to SEND.

Depending on the individual needs and circumstances of the student, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education.

William Ellis School's Governing Body will comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010, including the amendments made to the regulation in 2012, and must have regard to the [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#).

The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. William Ellis School's Governing Body must ensure that parents (or the student if 18 or older), and the local authority where the student has an Education, Health and Care plan (EHCP) are notified in writing and provided with information about the placement<sup>2</sup>. The governing body must invite the parents (or the student if 18 or older, and the local authority if the student has an EHC plan) when a review meeting takes place<sup>3</sup>.

William Ellis School's Governing Body will involve parents within review meetings and set these out at the time a direction is made and include arrangements for reviews – including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews. Once a student is directed off-site, information about reviews should be provided to the student's parents (or the student if 18 or older) and to the local authority where the student has an EHC plan. This should include outcomes of the reviews<sup>4</sup> and of the placement.

Parents (or students aged 18 or over) and, where the student has an EHC plan, the local authority can request, in writing, that the governing body hold a review meeting<sup>5</sup>. When this happens, William Ellis School's Governing Body must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

To support a student with re-integration into a mainstream school, the focus of intervention whilst off-site should remain on ensuring that a student continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a student with disability or SEND has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEND).

The length of time a student spends in another mainstream school or AP will depend on what best supports the student's needs and potential improvement in behaviour. The length of time a student spends in another mainstream school or AP and the re-integration plan should be kept under review.

## 2.2 Managed Moves

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<sup>2</sup> Regulation 3 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.

<sup>3</sup> Regulation 5 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.

<sup>4</sup> Regulation 6 of the Education (Educational Provision for Improving Behaviour) Regulations 2010.

<sup>5</sup> Regulation 4A of the Education (Educational Provision for Improving Behaviour) Regulations 2010.

On occasion, the Headteacher, in their authority as delegated by the governors, may decide a managed move is in the best interests of a student. A managed move should only be offered as a permanent transfer, and only when the student has been attending the proposed new school under an off-site direction and a review of the direction has established that the student has settled well into the school and should remain there on a permanent basis. Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a student at any mainstream school to transfer to another mainstream school as a managed move, but this should only happen when it is in the student's best interest.

Managed moves should be a permanent move, voluntary and agreed with all parties involved, including the parents/carers and the admission authority of the new school. If a parent/carer believes that they are being pressured into a managed move or is unhappy with a managed move, they should initially raise their concerns with the Headteacher. If they remain dissatisfied, they should follow the William Ellis School complaints procedure.

Where a student has an EHCP, the relevant statutory duties on the new school and local authority will apply. If the Headteacher of William Ellis School is considering a managed move for a student with an EHC plan, they will contact the local authority at an early stage. If the local authority, both schools and parents agree that there should indeed be a managed move, the local authority will need to follow the statutory procedures for amending a plan<sup>6</sup>.

## **2.3 Managed Moves Procedure**

The following procedure sets out the steps William Ellis School will take following a situation where the school would issue a permanent exclusion. The following procedure would occur *after* the investigation into the incident has concluded. Throughout the process, the family can withdraw their consent, at which point the permanent exclusion would be issued. This process applies to all students, irrespective of the student's home borough.

This procedure follows all statutory guidance and legislation, including the recently published guidance concerning Suspensions and Permanent Exclusions (January 2022). This procedure is designed with an inclusive vision at its core and complements the main body of William Ellis School's [Behaviour Policy](#). Nothing in this procedure should be interpreted as replacing guidance in the documentation mentioned previously.

Crucially, this procedure formally delegates the authority to issue Off-site Directives from William Ellis School's Governing Body to the Headteacher. This is in keeping with legislation and case law referenced in Section 2.

### **Stage 1: Initial Meeting**

- The family will be invited in to discuss the situation and be informed of the two possible outcomes. Families will meet with the Headteacher or Deputy Headteacher to discuss the situation. The Headteacher or Deputy Headteacher will explain that, *as an alternative to a permanent exclusion*, a managed move is available. At this stage, families will be expected to inform the school as to whether they are happy for the school to *explore* a managed move on their behalf.

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<sup>6</sup> The processes for amending a plan are set out in sections 37 and 44 of the Children and Families Act 2014 and regulations 22 and 28 of the Special Educational Needs and Disability Regulations 2014.

- Not all situations will warrant offering a managed move as an alternative to a permanent exclusion, making this distinction will be at the sole discretion of the Headteacher.
- Only the Headteacher can decide to offer a managed move as an alternative. However, the Headteacher may delegate meeting the family to a member of the Senior Leadership Team if they decide it is appropriate to do so.
- Whilst the family are expected to express their consent to explore a managed move at this time, consent can be later withdrawn by the family. If consent for an alternative to exclusion is withdrawn, the permanent exclusion will be issued.
- The discussion must make clear to the family the following:
  - That, if the managed move is successful, the student will be removed from the school roll and will not return to the school in future;
  - That the family understand that they will forego their right to appeal to the governors or to an Independent Review Panel, as this arrangement will not be part of exclusions procedures;
  - That if, after the period of the fixed term exclusion has expired and no mutually acceptable receiving school/PRU has been found, the head will issue a permanent exclusion and normal exclusion processes will follow;
  - If it is proposed that the child goes on roll at a PRU, the child and parent must attend an induction and start to attend the full-time programme before the arrangement is confirmed.
- If the family agree to explore a managed move, a suspension will be issued as the sanction at this stage. A suspension beyond five days may require them to attend a different provision for their 'day-six' provision.

### **Stage 2: Arranging the Off-site Directive**

- Camden Inclusion Passport to be completed as soon as possible after the investigation into the incident has concluded.
- Headteacher to notify the family of the potential receiving school as soon as possible for a meeting there to be arranged.
- Headteacher to issue an off-site directive for the student to attend the receiving school. This will be communicated in accordance with the prescribed information in Section 29A of the Education Act (2002). The communication will be in writing:
  - The address at which the educational provision is to be provided for the student;
  - Particulars identifying the person to whom the student should report on first attending that address for the purposes of receiving the educational provision;
  - The number of days for which the requirement is to be imposed;
  - The reasons for, and objectives of, imposing the requirement; and
  - In relation to the educational provision where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends or where a single session per day is provided, the times at which the session commences and ends.

### **Stage 3: Initial Monitoring Meeting during Off-site Directive**

- Headteacher to arrange initial monitoring meeting no later than the end of the second full school week that the student has been dual registered at receiving school. Once arranged by the Headteacher, this meeting may be held by other staff involved with the managed move, including other members of SLT and/or the Head of Year..
- Throughout the duration of the off-site directive, if the receiving school deem the student's behaviour to indicate that a managed move would be unsuccessful, the student will cease to be dual registered at the receiving school. Behaviour commensurate with Suspension or

Permanent Expulsion would be sufficient reason to end an off-site directive. In this circumstance, the student would be Permanently Excluded from the referring school for the initial behaviour.

- If the Headteacher decides the off-site directive is no longer necessary to improve the student's behaviour, they may choose to re-admit the student.



#### **Stage 4: Formally Reviewing the Off-site Directive**

- The Headteacher will convene a formal review after either six full school weeks or at the end of the first half term since the student has been dual registered at receiving school, whichever is longer.
- The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the relevant person including the parents or carers.
- If the temporary off-site directive is deemed a success by all parties, including the parents and the admission authority of the receiving school, then it will be converted to a permanent managed move.
- Consent for the managed move to proceed will be confirmed in writing from the family.
- The Headteacher will give written notification of the outcome of the review and the reasons for it to the family (or only the student if over 18 years old), the receiving school and, where a student has an EHC plan, the local authority maintaining the statement.
- The family may not believe they have sufficient evidence to support a managed move after the formal review meeting. In this circumstance, if the Headteacher believes the off-site directive is still purposeful in improving the student's behaviour, the student will continue to attend the receiving school. Their progress will be regularly reviewed on a half-termly basis.
- If the parents/carers dispute the school's conclusions in this process, they may appeal to the Governing Body via the complaints procedure.

#### **Stage 5: Issuing a second Off-site Directive**

- Should the first school trial not succeed the student will be offered a second school placement in an attempt to avoid a permanent exclusion and secure a managed move. This managed move may well be to CCfL or another PRU.
- Should this not succeed the student will be permanently excluded by the referring school for the initial behaviour.

#### **2.4 Day 6 Provision:**

- Legislation as updated in 2022 requires full-time, monitored provision from day 6 of a Suspension. Whilst the latest legislation cites Google Classroom as appropriate provision for the first five days of a Suspension; it is not appropriate beyond that point.
- William Ellis School, alongside other Camden Secondary Schools, has agreed to a collaborative arrangement where any student excluded for more than 5 days may be hosted by another school. This forms part of the inclusive vision for education shared by all schools in the borough.

### **3. Roles and Responsibilities**

#### **3.1 Students**

Students are responsible for following the Behaviour Policy at William Ellis School. If, in an effort to support them in improving their behaviour, they are issued with an Off-site Directive, they are then also responsible for following the Behaviour Policy at their receiving school / AP provider.

Students will be reminded that a managed move is an alternative to a permanent exclusion and they must meet the expectations of their receiving school to secure this alternative.

Students should also engage with professionals who arrange and review their AP provision and/or Off-site Directive.

#### **3.2 Parents and carers**

Parents and carers are expected to work in partnership with the school to support their child in following the Behaviour Policy at William Ellis School.

Parents and carers are expected to engage with the school in securing alternatives to exclusion, when required and appropriate.

#### **5.3 Pastoral Staff**

Members of the Senior Leadership Team, Heads of Year and pastoral support staff are expected to implement the procedure as set out in this policy. This will be at the direction of the Headteacher, whilst operational day to day oversight may be delegated to a Deputy Headteacher.

#### **3.4 The Headteacher**

The Headteacher is responsible for reviewing this policy in conjunction with the full governing body.

The Headteacher is responsible for seeking alternatives to exclusion when they alone deem it appropriate.

The Headteacher is responsible for, insofar as permitted in legislation and as delegated by the governing body, for arranging and monitoring Off-site directions.

#### **3.5 Governors**

The full Governing Body will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

In approving this policy, the Governing Body has delegated responsibility, insofar as permitted in legislation for arranging and monitoring Off-site directions to the Headteacher.

The Governing Body will formally review all off-site directives as set out in Section 4.3 and in keeping with all relevant legislation.

The Governing Body will ensure they meet their obligations under the relevant legislation cited in section 1 and detailed throughout this policy.

### **4. Monitoring arrangements**

This policy will be reviewed annually by the Headteacher and Senior Leadership Team. At every review, it will be approved by governors.