



# Behaviour Policy

Academic Year 2018/2019

Awaiting Ratification from the Governing Body

## **Central Academy Behaviour Policy**

At Central Academy we have very high expectations for the behaviour and conduct of our students. We promote an ethos of respect, tolerance and self-discipline and, try to build on the relationships that exist between the staff and students. We believe in everyday respect and courtesy, we expect all students and staff to behave in a manner which is exemplary of this behaviour at all times.

This policy has been created (September 2018) using advice from the Department for Education (Behaviour and discipline in Academies January 2016).

### **Key points:**

- The Headteacher must ensure they have a strong behaviour policy, including the use of rewards and sanctions.
- Teachers have power to discipline pupils for misbehaviour which occurs in academy and, in some circumstances, outside of academy (Section 90 and 91 of the Education and Inspections Act 2006).
- A teacher can discipline students at any time the student is in the academy or elsewhere under the charge of a teacher, including on academy visits.
- Teachers can impose sanctions outside of academy hours (travelling to and from academy, wearing academy uniform and academy organised activity)
- Teachers can confiscate students' property.
- Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the academy.
- Teachers have a power to impose detention outside academy hours.
- To be lawful, sanctions must be reasonable in all circumstances. The sanction must be proportionate and relate to age, special educational needs or disability and religious requirements.

### **The Law says Academies must:**

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure students complete assigned work
- Regulate the conduct of students

When excellent behaviour is displayed, students and staff will be celebrated as an example of the citizens we are shaping at our academy. We have varied ways of this celebration throughout the year involving students, parents and staff:

- Verbal praise
- Points onto their Class Charts profile
- Privileges such as prefect role or other leadership roles
- Phone call home
- Praise Postcards
- Star of the Week
- Subject Star
- Prizes in Presentation Assemblies and Reward Assemblies
- Reward Trips

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with our ethos and this behaviour policy. All good Academies have a range of disciplinary measures which can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks
- Loss of privileges (such as the loss of a Prefect role)
- Loss of unstructured time
- Detentions at the end of the academy day
- Academy based community service or imposition of a task – such as picking up litter, tidying or removing graffiti.
- Regular reports for behaviour and attendance
- In more extreme or persistent cases an exclusion may be appropriate
- Central Academy operates an internal isolation room described as the 'Extraction Room'

The expectation is that all staff will implement, fully and consistently, all policies and strategies in this Behaviour Policy, with the full support of parents/carers.

### **All Staff - Wider Academy Environment**

**At Central Academy we expect a consistent approach to behaviour management from all employees.**

Promoting good habits of behaviour around the Academy is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the academy and should lead by example, the teaching of good behaviour is done both explicitly and implicitly.

### **Form Tutors**

Form Tutors play a pivotal role in the life of the students at the Academy. The form tutor is the person who should know the student best in the Academy. Form Tutors should:

- Establish positive relationships with their Tutees
- Recognise and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the Academy
- Monitor standards of tutees behaviour across the Academy
- Intervene when students need extra attention

### **Classroom Teachers**

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the academy day. Classroom teachers should:

- Manage behaviour effectively to ensure a good and safe learning environment

- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected from students
- Consistently use the clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around academy in accordance with this policy
- Teachers must have high expectations of behaviour and should utilise a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to a students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curiosity

(Taken from Teaching Standards 2011)

### **Non-teaching Staff**

The role of non-teaching staff is central to the life and work of students in the academy.

All non-teaching staff should expect and insist on agreed standards of behaviour and respect from students, inside and outside of classrooms. Non-teaching staff should also model high expectations of behaviour.

**The approach of Central Academy is to challenge repeated or persistent poor behaviour in teams. As an academy, we believe that input from a range of professionals is often the most effective way of challenging and improving students' behaviour.**

### **Central Academy Leaders**

The Headteacher and Senior Leaders are responsible for establishing a purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Senior Leaders should have a high profile around the academy always.

All Leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge students. Leaders do this by focusing on consistent 'everyday' practice.

It is an expectation that all TLR holders actively monitor behaviour and progress in their areas. All Central Academy Leaders understand that **consistent application of this policy** will lead to improved behaviour.

**Where behaviour is not good, leading to underachievement, Central Academy Leaders should consistently apply this policy to swiftly intervene.**

### **Learning Teams**

Learning Teams include Faculty Leaders, Department Leaders, Teachers who hold a Teaching & Learning Responsibility Point and Teachers. Learning Teams operate within specific 'Learning Areas'.

Learning Teams are responsible for developing a culture of consistently high expectations within their Learning Area. It is an expectation that the Faculty Leaders, Department Leaders and Teachers work together to actively monitor behaviour and progress in their Learning Area.

Learning areas are expected to consistently apply the rules and routines for behaviour in the classroom and take responsibility for promoting good and courteous behaviour in classrooms in accordance with this policy.

**When repeated failure to meet expectations in their Learning Area leads to underachievement the Learning Team should swiftly intervene and consistently apply this policy.**

### **Year Groups**

Year Groups include the Head of Year, Tutors, Pastoral Managers and SLT.

Year Groups are responsible for developing a culture of consistently high expectations within their year. It is an expectation that the Heads of Year, Tutors, Pastoral Managers and SLT actively monitor behaviour and progress in their year group.

**When persistent failure to meet expectations across a range of learning areas leads to underachievement the Year Group Team should swiftly intervene and consistently apply this policy.**

### **Parents/Carers**

All parents/carers of the Academy have a responsibility to support the Academy in the implementation of the behaviour policy, and to reinforce strategies which ensure high achievement and good behaviour.

### **Governors**

The Governors of the Academy have a responsibility to:

- Monitor the implementation of this behaviour policy by the Academy staff
- Use governor panels to assess the effectiveness of the implementation of this policy
- Assess any recommendations for permanent exclusion or appeal.

## **Praise, Sanctions and Discipline**

The Academy will always try to achieve positive behaviour through rewards over sanction (**typically an 80:20 balance in favour of praise**). Whilst the Academy is of the view that praise and reward will lead to high levels of positive behaviour both in and out of the classroom, it also recognises that with some students this will not always succeed. In these circumstances, there are a range of sanctions available for the purpose of responding to and modifying poor behaviour.

## **Student Reward Scheme – Class Charts Reward Points**

Education is about all-round development.

Part of this is encouraging positive behaviour, giving recognition to children when they do well and motivating them to do more. We therefore consistently apply our reward system Class Charts Reward Points.

Class Charts Reward Points enable us to provide points to reward students for meeting expectations. Students can save up their reward points in a personal account and exchange them for a range of items through our on-line 'shop'.

Importantly, Class Charts gives parents the opportunity to see the progress of their child, this allows them to celebrate with us, their successes.

## **Students' will be consistently rewarded for meeting expectations**

As an academy, we focus on encouraging positive student behaviour by rewarding students when they meet expectations, both in and out of the classroom. At the beginning of each year, students will be made aware, by tutors, of the range of rewards available at the academy and how these can be achieved.

## **Classroom Praise**

- Praise from the classroom teacher is the main reward for all students. Most students respond positively to oral and written praise. Students will be rewarded reward points when they meet expectations.
- Keenness to learn, achievements in class work and homework, and meeting or exceeding expectations should all be acknowledged in class by giving reward points.
- Teachers and tutors should focus on rewarding the positive attitudes and behaviour displayed by the majority of students in the academy and not on the minority of students who fail to meet expectations.

## **Praise within Learning Areas and Year Groups**

- Weekly Reward Assemblies: Each week students celebrate the achievements of individuals, their form and their year group. Using our Class Charts points, students and staff celebrate and highlight achievements together. They also will celebrate attendance and punctuality.
- Star of the week: Each week form teachers will be asked to nominate a star of

the week from each form. This will be a student who can be commended for their academic or personal progress, behaviour development. The star of the week will receive a certificate in their weekly praise assembly. Staff will encourage students to be proud of their achievements and the achievements of others within the academy.

- Subject Stars: As well as rewarding students through verbal praise and reward points, each subject has other ways of rewarding students, where they wish to recognise particularly good work or progress by individual students, following units of work, module tests and internal exams. They may do this by recommending students for Subject Stars, typically at the end of each term in a Presentation Assembly.

The use of rewards is monitored by Heads of Year, Learning Team Leaders and Tutors and reported to Senior Leaders and Governors. The celebration privately and publicly (through end of term assemblies) of achieving rewards is an important aspect of life at Central Academy.

## **Sanctions and Discipline**

### **When using sanctions Academy Policy is:**

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the student
- A breach of the rules must lead to the appropriate sanction and should be used by all staff – **consistency is vital**
- The sanction must be proportionate and appropriate
- Always offering a positive intervention to correct the behaviour e.g. restorative justice.

### **Sanctions that may be used:**

- Warning: verbally given to a student in order to allow them an opportunity to rectify their behaviour.
- Discussion with parents either through phone call or meeting in school.
- Detention: Loss of student's own time after academy hours. The length of detention will be proportionate to the behaviour presented by the student.
- Reports: Specific subject or aspect of behaviour – based on a staged system.
- Reporting to senior staff.
- Removal from group to another class - temporarily or permanent
- Exclusions: internal, fixed term and permanent.

## **Intervention when Behaviour Fails to Meet Expectation**

### **De-escalation and Warnings**

All staff will use a range of de-escalation techniques to manage student behaviour positively and keep serious behavioural incidents to a minimum. De-escalation techniques may include:

- Verbal advice and support
- Firm, clear directions
- Negotiation
- Limited choices
- Diversion
- Reassurance
- Planned ignoring
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders

If a child fails to meet expectations, it may be necessary to intervene. At Central Academy we use a '**staged approach**' to managing classroom behaviour. This begins with a Tutor (Stage 1), Classroom teacher as part of the Learning Team (Stage 2), Heads of Year Teams (Stage 3) and The Pastoral Team (Stage 4). Where behaviour has not improved despite numerous interventions students may be referred to Governors (Stage 5).

When a student fails to meet expectations, teachers should consistently apply the '**Behaviour Pathway**'. The pathway provides clearly defined consequences for all student misbehaviour. In this way, consistency of approach, and fairness in dealing with students, will be achieved. All staff will be introduced or reintroduced to this approach to classroom discipline at the beginning and throughout the year.

### **The Role of the Form Tutor (Stage 1)**

<b>Intervention</b>
Short Term (Maximum 5 days) Positive Praise Tutor Report
Monitoring, Mentoring & Coaching
Parental Contact
Detention

Tutors should be kept informed of student misbehaviour within their tutor groups via Class Charts. They should use daily contact with students to positively re-enforce expectations, to coach and mentor students. Strategies such as 'positive praise' reports should be used to encourage and praise students when they consistently meet or exceed expectations.

### **The Role of Learning Teams (Stage 2)**

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled daily by all teachers.

**Teachers should leave students in no doubt that any breach of the classroom rules is unacceptable.**

Classroom 'expectations' will be emphasised throughout the academic year by all members of teaching and non-teaching staff at the Academy.

### **Repeated or Persistent failure to meet expectations**

When repeated failure to meet expectations in Learning Areas leads to underachievement the Learning Team should swiftly intervene with appropriate, planned impactful intervention strategies which may include:

<b>Intervention</b>
Detentions (10/30/60 minute after school detention)
Contact made with parent / carer to discuss re-occurring behaviour issues
Report to Teacher, Department Head or Head of Faculty

Head of Faculties and Department Heads will keep a record of interventions strategies applied in their Learning Areas. All behaviour interventions must be recorded on Class Charts. Head of Faculties and Heads of Department will liaise frequently with the Head of Year in order to provide well-rounded care.

### **The Role of Heads of Year (Stage 3)**

When persistent failure to meet expectations across a range of learning areas leads to underachievement the Heads of Year should swiftly intervene and consistently apply this policy.

Heads of Year will monitor daily behaviour data and intervene. The Heads of Year Teams will intervene if a child is persistently failing to meet expectations.

The Heads of Year Teams will swiftly intervene with appropriate, planned impactful intervention strategies which may include:

### **Escalation of behaviour through Heads of Year**

<b>Intervention</b>
Detentions (30, 60 Minute After Academy)
Parental Meeting
Review of Behaviour across all subjects
Behaviour Contract
Behaviour Support Plans
Case Conference
Monitoring of Behaviour Support Plan
External Agency Support / Intervention
Recommendation of Internal Exclusion
Recommendation of External Exclusion

### **The Role of the Pastoral Team (Stage 4)**

The purpose of the Pastoral team is to support students to manage and modify their behaviour. **It is not a sanction.** Students will become part of the caseload of the Pastoral Team when their persistent failure to meet expectations demonstrates a need for action beyond that which is available to Learning Teams (Stage 2) and Heads of Year (Stage 3). Typically, if a child has been referred to Stage 4 their behaviour could be described as ‘at risk of permanent exclusion’ and will have received an Internal Exclusion or External Fixed Term Exclusion.

### **Intervention through the Inclusion Team**

<b>Intervention</b>
Use of Keyworker Support
Managed Move
Mental Health Support
External Mentoring
Aggression Replacement Therapy
Removal for 1:1 workshops
Individual Provision Plan (Reduced timetables)
Promoting Alternative Thinking Skills (PATHS)

### **Headteacher and/or Governing Body Intervention (Stage 5)**

The governing body will intervene if **despite the numerous** strategies being utilised by multiple teams across the academy, students continue to persistently fail to meet expectations.

### **Escalation of behaviour through the Governing Body**

<b>Intervention</b>
Governor Behaviour Panel
The use of alternative provision (Full or Part Time)
Respite placements to other contexts
Headteacher or Governor Formal Written and/or Verbal Warning
Recommendation from the Headteacher to Pursue Permanent Exclusion

### **Failing to Meet Expectations Outside of the Classroom**

During Social times students are expected to behave with politeness and respect. Whilst the ‘Behaviour Pathway’ is first and foremost a method for consistently managing behaviour in the classroom it can also be applied outside of the classroom. **Please see categories of behaviour and usual sanctions table.**

### **Detention Procedures**

Student misbehaviour may result in the issuing of a detention. Detentions are used to encourage students to consistently meet our high expectations. They also provide a subject teacher an opportunity to have a restorative conversation with any individual who has not met their expectations.

Detentions also give students a chance to catch up on any work they may have missed through their misbehaviour or lack of effort or engagement in class.

All teaching and non-teaching support staff have been delegated the authority to place a child in a detention.

### **The use of Detentions as a Sanction**

It is noted that the academy does not require parental permission to impose detentions or other academy sanctions.

Parents will be provided with notice if a student is required to attend an after-academy detention in line with the CORE Education Trust Behaviour for Learning Policy.

Late to academy detentions will take place on the same day all other detentions will take place the day after the detention has been issued.

Parents/carers will be given notice of all after-academy detentions by one or more of the following methods: Class Charts notifications, recording in the passport, text or phone call. It is the responsibility of the parent to ensure they provide the academy with the most accurate telephone number on which to contact them.

The academy reserves the right to keep a student in detention on the day if parent/carer contact is made. In exceptional circumstances authorised by a member of the SLT, the academy may impose such “same day” detentions once parents/carers have been informed, even where this agreement has not been given.

<b>Type of Detention</b>	<b>Length of Detention</b>	<b>When does the Detention Occur</b>
Yellow Warning	10 Minutes	3pm in the canteen
Amber Warning	30 Minutes	3pm in the canteen
Red Warning	60 Minutes	3pm in the canteen
Late to Academy	60 Minutes	3pm in the canteen

### **Detention Process**

We believe that students must take responsibility for attending a detention. To aid this process, the academy will take the following steps to communicate a detention to students and parents:

- All detentions will be logged in Class Charts
- Late to academy detentions will take place on the same day. Parents will be informed via text message.
- Any detention that is taking place the same day must have been communicated directly to the parent via text message or phone call.
- For Amber and Red detentions parents/carers will be notified of the requirement for their child to attend by 5.00pm the day before the detention is due.
- A detention list will be published in the academy canteen.
- A list of students required to attend detentions will be circulated to all Form Tutors each morning.
- Any student who arrives beyond 3.15PM will have been deemed to have missed the detention.
- After Academy Detentions will be Led by SLT and supported by Central Academy Leaders

### **Failure to attend After Academy Detentions**

Detentions are an important part of the academy behaviour policy. Students must complete detentions that have been set or face serious consequences.

A missed Yellow Warning Detention (10 Mins) extends to an Amber Warning Detention which is 30 minutes in length.

A missed Amber Warning Detention (30 Mins) extends to a Red Warning Detention which is 60 minutes in length.

A missed Red Warning Detention (60 Mins) is logged and can lead to the stage 3 of the Behaviour Pathway. The detention will still be expected to be served.

### **Rescheduling Missed Detentions**

Parents will be informed by 5.00PM on the day of the missed detention that their child will be required to attend an extended detention on the next academy day.

Detentions will be rescheduled where a student is not in academy to attend; this will usually be the day of return.

**Categories of Behaviour & Usual Sanctions**

<b>Verbal Warning</b>	
<b>Action</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>Preventing others from learning, e.g. shouting out, out of seat, talking when shouldn't or not immediately following instructions.</li> <li>Incorrect Uniform</li> <li>Lack of Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Reminder about classroom expectations</li> <li>Student may be asked to move seat</li> <li>Student may be asked to take a moment to think before acting</li> </ul>

<b>Yellow Warning – Failure to meet expectations.</b>	
<p>These are generally isolated incidents where a student fails to meet expectations <b>OR</b> behaviour that is not threatening or intimidating <b>OR</b> does not involve damage to property.</p>	
<ul style="list-style-type: none"> <li><b>Failure to meet expectations.</b></li> <li>Behaviour that stops others from working or learning</li> <li>Inappropriate remarks or language</li> <li>Lack of work</li> <li>Incorrect Uniform despite time to rectify</li> <li>Lack of Equipment despite time to rectify</li> <li>Homework not attempted</li> <li>Dropping of litter</li> </ul>	<ul style="list-style-type: none"> <li>Warning issued – Yellow Warning</li> <li>Recorded on Class Charts</li> <li>Any missed work (class or home) must be re-submitted the next day.</li> </ul>
	<p><b>Detention Process</b></p> <ul style="list-style-type: none"> <li>10 Minute detention</li> <li>Managed by the teacher who has issued the Yellow Warning</li> <li>Resolve on Class Charts</li> </ul>

<b>Amber Warning – Repeated failure to meet expectations.</b>	
<p>Applicable when a student has not changed their behaviour despite receiving a Verbal Warning and Yellow Warning <b>OR an isolated incident</b> which in some way threatens safety or well-being of students or stops students from learning, damage to staff or property <b>OR</b> defiance of staff <b>OR</b> bringing the academy into disrepute.</p>	
<ul style="list-style-type: none"> <li><b>Repeated failure to meet expectations.</b></li> <li>Throwing an object</li> <li>Damage to others work or property</li> <li>Repeated behaviour that stops others from working or learning</li> <li>Offensive remarks or language</li> <li>Defiance of authority</li> <li>Disrespect of others including teaching staff</li> <li>Refusal to follow instructions</li> <li>Significant lack of work</li> </ul>	<ul style="list-style-type: none"> <li>Warning issued – Amber Warning</li> <li>Recorded on Class Charts</li> <li>Class Charts notification or Text message generated by 5.00pm on day of issue</li> <li>Addition to detention list on day of detention</li> </ul>
	<p><b>Detention Process</b></p> <ul style="list-style-type: none"> <li>30 or 60 Minute after school detention on next academy day.</li> </ul>

<ul style="list-style-type: none"> <li>• Antisocial behaviour outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher who issued the Amber Warning is required to provide work for the student by attending the start of the detention or students will complete homework.</li> </ul> <p><b>Learning Areas may choose to remove from lesson to avoid further escalation.</b></p>
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**Red Warning – Persistent Failure to meet expectations**

Applicable when a student has not changed their behaviour despite receiving a Verbal Warning, A Yellow Warning and an Amber warning **OR** a very **serious offence** which includes confrontation with staff **OR** a significant compromise to the safety or well-being of students or staff **OR** bringing the name of the academy into serious disrepute.

<ul style="list-style-type: none"> <li>• <b>Persistent failure to meet expectations.</b></li> <li>• Serious risk to the health and safety of others</li> <li>• Vandalism</li> <li>• Intentionally stopping others from learning</li> <li>• Verbal abuse</li> <li>• Racist or homophobic comments</li> <li>• Bullying towards students or staff</li> <li>• Complete defiance of authority</li> <li>• Threatening behaviour of any kind</li> <li>• Anti-social behaviour outside of the classroom both in and out of the academy.</li> </ul>	<ul style="list-style-type: none"> <li>• Warning issued – Red Warning</li> <li>• Student removed from lesson by SLT to another classroom or in some cases Internal Exclusion</li> <li>• Detention logged on Class Charts</li> <li>• Text message generated by 5.00pm on day of issue</li> <li>• Addition to detention list on day of detention</li> <li>• Discussed behaviour with a member of SLT to ensure sanction suits the behaviour.</li> <li>• Contact directly with parent.</li> <li>• Letter home in some behaviour incidents which is also placed on student file.</li> </ul>
	<p><b>Detention Process</b></p> <ul style="list-style-type: none"> <li>• Internal exclusion/ Fixed Term Exclusion</li> <li>• Multiple Detention considered</li> <li>• The teacher who issued the Red Warning is required to provide work for the student by attending the start of the detention.</li> </ul>

**Late to Academy**

<b>Action</b>	<b>Consequences</b>
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<ul style="list-style-type: none"><li>• Arriving to academy after the 8.30am bell has sounded without a parental note or valid reason.</li></ul>	<ul style="list-style-type: none"><li>• Reminder about punctuality expectations.</li></ul>
	<ul style="list-style-type: none"><li>• 60 Minute after school detention on the same academy day.</li></ul>

## **General Academy Procedures relating to Behaviour**

### **Deciding the level of sanction:**

When an incident occurs, then a sanction will be set by the relevant member of staff:

<b>Sanction</b>	<b>Authority to Apply Sanction</b>
Any detention	Any Teacher or Non-Teaching Member of staff
Internal Exclusion	Maximum 1 day – Any SLT Member
	Maximum 3 days – Deputy Head
	5 days or greater – Headteacher
Fixed Term Exclusion	Maximum 3 days – Deputy Head
	3 or more days – Headteacher
	Recommendation for Permanent Exclusion – Headteacher
Permanent Exclusion	CORE Education Trust board of Trustees

Community Service (such as helping-out the site team or litter picking) or other forms of restorative justice may be offered as an alternative to some sanctions for individual students.

### **Internal Investigations**

There are times when an incident needs investigation before a decision can be made. This may be because it is a reported concern without direct evidence yet and/or because student accounts are at variance with other reports. In these instances, the following general procedure is followed:

1. Investigations will be undertaken and will typically be managed by the Pastoral Team and/or overseen by a member of SLT.
2. Investigations will be undertaken promptly.
3. Students may be isolated as part of the investigation process. Typically, this will not last for more than 1 full day.
4. Students concerned will be asked to give an account and investigatory staff will ask additional questions to clarify sequencing, detail or any apparent discrepancies. Witness statements will be logged, signed and dated.
5. Any witnesses will be asked for their account; this will include students and staff. Where possible, witnesses who are neutral i.e. not part of involved students' friendship groups, will be used.
6. Any camera footage of the area at the time would be viewed
7. A decision will be made as to the likely pattern of events based on the evidence collected. It should be noted that the academy must decide on the balance of probabilities, according to their own experience and judgement, as to whether the student has carried out any incidents in question. This is **NOT** the same as in a court of law where it is required that matters need to be proved beyond reasonable doubt.

The academy will make the final decision of the sanction that applies in any situation; this is its responsibility. Any decision is not subject to parental/carers approval,

though the academy would make every effort for parents/carers to understand the reasons behind its decision and how this complies with its behaviour policy.

If a parent feels that there is evidence that the academy has not considered in making this decision, then we would encourage them to contact a member of staff or member of the SLT.

### **Supporting Improved Behaviour**

The academy will make every effort to ensure that students understand why a sanction has been applied: what was the behaviour of concern, what alternative action could have been taken, and how they could handle such situations in the future. This discussion will form a normal part of the discipline and behavioural education process. A referral to the Inclusion Team may be made for additional support.

### **Restoration meetings**

These will follow every sanction given by any member of staff. Sanctions take place in the canteen at 3pm for either 10 minutes or 30 minutes or 60 minutes, during this time the member of staff who issued the sanction will attend and have a restorative conversation with the student regarding the incident. This meeting is the most important element of the sanction as it ensures that the issue is moved forward from so that learning can take place.

If a student has been abusive or aggressive towards another person or caused damage to property, a restoration meeting must take place afterwards. Some students may not be able to take part in this immediately so this should be completed within one school day following the incident. The restoration meeting should be led by an appropriate adult such as the Pastoral Leader or Pastoral Manager. The aim of the restoration meeting is to address any issues and enable all involved to take steps to move on in a positive way. In extreme cases, for example where there is police involvement, this may not be appropriate.

### **Exclusions**

Exclusions will always follow the CORE Education Trust Behaviour for Learning Policy which incorporates statutory guidance from the Department for Education.

These are given for very serious offences. A fixed term exclusion is a “marker” that the behaviour was so poor that continued misbehaviour at this level would mean that the student’s place at the academy would be at risk. The length of a fixed term exclusion would reflect the misbehaviour under consideration and also take into account any previous exclusions and the reason for these. It would be usual for parents/carers and students to be warned when they reached the point at which the student was at risk of permanent exclusion. However, an individual incident of very serious misbehaviour could cause a decision to permanently exclude to be taken without warning.

If a behaviour incident requires an exclusion (internal or external) a recommendation will be made to a Deputy Head or to the Headteacher who will decide if the exclusion

is appropriate in the context of the academy's behaviour policy. The length of exclusion will be based on the level of misbehaviour, the past pattern of misbehaviours of the individual and any other relevant factors.

Exclusions will typically start the next academy day after an exclusion has been sanctioned. It is the parents'/carers' responsibility to plan for care on that day. In exceptional circumstances, exclusion may start on the same day; however, the academy would have due regard for its duty of care before making any decision to send the student home and this would normally be done in agreement with the parent/carer.

In very serious matters and where an external exclusion has been served, students will not be readmitted to their normal timetable until a reintegration interview with parents/carers to talk through the incident and its implications for the future has taken place. A member of SLT (or in some circumstances the Headteacher) will undertake reintegration interviews from external exclusion, together with a member of the Heads of Year Team. The reintegration process could include a minimum of one day working with the Inclusion Team. Additional strategies to support the individual may also be identified at this meeting. Where this interview is delayed due to parental/carer availability, students will be given work and supervised separately in the Internal Exclusion Unit for the interim period.

Permanent exclusion would be taken only in response to serious breach of the academy's discipline policy; and where allowing the student to remain in academy would be seriously detrimental to the education or welfare of the student or of others in the academy. A decision to exclude a student permanently is an acknowledgement by the academy that they have exhausted all available strategies for dealing with the student; it would normally be used only as a last resort. There will however, be exceptional circumstances where the Headteacher decides to exclude a child for a first or one-off offence where the misbehaviour is sufficiently serious.

#### **Response to students failing to complete sanctions set:**

There are occasions when students fail to serve sanctions for no good reason, or refuse to undertake these. In these instances, the following procedures are usual:

1. Failure to attend detentions will lead to a longer and more serious detention being set.
2. Repeated failure to attend a 60-minute detention will lead to internal or Fixed Term Exclusion from the academy; on re-admittance, the outstanding detention will need to be completed. Continued failure to attend 60-minute detentions will lead to an escalating ladder of exclusions until the matter is resolved or the student is permanently excluded.
3. Persistent offenders are placed on a "behaviour ladder" which has clear expectations of consequences coupled with escalating sanctions.
4. Meetings with parents to ensure that students realise the consequences of their behaviour.

The academy will not accept that any individual student should be exempt from academy sanctions. All students must comply with sanctions set by the academy.

## **Police Involvement**

Occasionally matters are referred to the police. Where this is done by the academy, the academy will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the academy will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The academy will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The academy will also provide academy records given appropriate formal request by the police to further investigation of a serious crime.

## **Power to search**

Staff have power to search for “prohibited items” including:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Cigarettes
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence
- Any item banned by the academy rules which have been identified.

## **Procedure to complete a search of a student:**

- There will be two members of staff present during the search – a member of the leadership team and another staff member. Searches will be done by staff who are the same gender as the child wherever possible
- The child must not be asked to remove clothes, other than outer clothing like a coat
- The student will be asked to accompany a staff member to a room where they cannot be seen or watched by other students
- The school leader must explain to the student why they are intending to carry out the search
- The school leader should provide a tray or box and ask the student to empty their bag/pockets/belongings into the tray or box. The leader should view but not touch the student’s personal items. The leader may ask a student to show them inside a pocket/case/bag or turn it inside out
- The member of SLT may use an electronic metal detector in order to ensure that the search is both thorough and safe for all involved.

If a student refuses to take part in a search, the school leader should explain calmly why they are being asked to do so and explain the rules relating to searches. They should explain calmly to the student what will happen if they do not participate (police will be called and asked to search the student if it is believed that they have brought illegal items to school) and then give them up to five minutes to quietly

reflect on their decision before further action is taken. If there is immediate risk to the safety of others and this risk cannot be contained, the police can be called straightaway.

If the search relates to a non-illegal item and the student refuses to allow the search, the parent or carer will be contacted.

Parents or carers will be informed the same day if their child has been asked to take part in a search. This will also be logged as an incident. Copies of incident reports can be made available to parents or carers on request.

Some of the items in the above list will be handed over to the Police; otherwise the parent or carer will be able to collect the item from a member of SLT.

### **Confiscation**

The Headteacher and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 'prohibited items'. (See above)

Items such as large sums of money, expensive or treasured items must not be brought to academy; where these are brought to academy these may be confiscated until parents/carers make arrangements for their collection. Academics' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. This would be used in instances of low value items or items not collected after a reasonable period of time.

In addition, in line with the academy mobile phone policy, the academy will confiscate mobile phones if they are seen or used on the academy site (see separate Mobile Phone Policy on the Central Academy website).

The academy may examine any data or files on an electronic device if they think there is good reason to do so. In exceptional circumstances, phones may be confiscated and passed onto the police where this is required to allow investigation of a criminal act.

### **Physical Restraint**

Central Academy is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The decision on to physically intervene is down to the professional judgement of the adult concerned and should always depend on individual circumstances. All restraint incidents must be logged.

**Adults may use reasonable force to:**

- prevent a pupil behaving in a way that disrupts an academy event, trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to the behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts.

In most circumstances the support of another colleague or an SLT 'On Call' will be enough to manage an incident. In the event of critical behaviour, staff should ensure that all other students are removed from the room / area and the individual isolated.

Teachers should not create an obstacle or block a doorway if a student wants to leave a classroom. This type of incident should be treated a Red Incident, a member of SLT should be called. Appropriate action can be taken to find and manage the student as part of a de-escalation process.

Following such incident all members of staff and any students involved will write an incident report which will be kept on the student's file.

Please see separate CORE Education Trust Physical Restraint Policy on the Central Academy Website for further information.

**Appeals Against Sanctions**

Should parents/carers wish to query or challenge the basis for any sanction, then this can be done as follows:

1. Providing additional evidence that has not been considered regarding the incident in question, and asking the Learning Team Leader or a member of the Heads of Year Team (as relevant) to re-assess the situation
2. Asking the linked leadership person to the Year Group or Learning Area to re-assess the incident and the evidence provided
3. Using the academy complaints procedure for Fixed Term Exclusions a different complaints process applies.

Updated September 2018  
D Bailey

## In Class Behaviour Pathway

