

**CENTRAL ACADEMY
BEHAVIOUR POLICY
SEPTEMBER 2019**

Rationale

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 such as holding doors open for each other and supporting someone who needs our help. We want students to grow and develop academically, socially and personally so they leave us to grow into adult hood as confident young people.

This policy has been created (September 2019) using advice from the Department for Education (Behaviour and discipline in academies January 2016).

Key points:

- The Headteacher must ensure the academy has a strong behaviour policy, including the use of rewards and sanctions.
- Teachers have power to discipline students for misbehaviour which occurs in the academy and, in some circumstances, outside of the 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 the academy hours (travelling to and from academy, wearing academy uniform and academy organised activity)
- Teachers can confiscate student's property.
- Teachers can discipline students in certain circumstances when a student's misbehaviour occurs outside of academy.
- 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 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
- Setting written tasks
- Loss of privileges (such as the loss of a Prefect role)
- Loss of unstructured time (detentions during break, lunch and after academy)
- 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 as well as an 'Extraction Room'

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

Timing of the School day

8:30-08:45 **AM Form time**
08:45 -09:45 **Period 1**
9:45-10:00 Break Year 7/8 & 11
09:45-10:45 **Period 2**
10:45-11:00 Break Year 9 & 10
11:00-12:00 **Period 3**
12:00-12:30 Years 7,8 & 11 Lunch
12:00-13:00 **Period 4**
13:00-13:30 Years 9 & 10 Lunch
13:30-14:30 **Period 5**
14:30-15:00 **PM Form time**

Registration

- Registration is a statutory, legal safeguarding obligation for all staff who are directly responsible for supervising pupils in a classroom, intervention or 1:1 situation. If a child is inaccurately registered or not signed in, the responsible member of staff will be required to meet with a member of the leadership team or the head teacher to review the error and for appropriate action to be determined.
- Registration will be taken on SIMS at the start of every lesson
- **AM registration** - If SIMS fails an accurate paper register **MUST** be taken to the Attendance Team office by a pupil right away - handwritten names will not be accepted. The register should be completed on the registers provided by Attendance Team.
- **Lesson registration** – If SIMS fails an accurate paper register (provided) **MUST** be taken to the Attendance Team by a pupil at the start of the lesson

Entry and exit to lessons and protocols during lesson time

- All staff will ensure they are at the door prompt at the start of each of your lessons to meet and greet your pupils (THRESHOLD)
- When a child enters lessons they will enter in an orderly fashion and continue to complete the DO Now Activity (in silence).
- On completion of lesson all pupils need to be standing behind places and then dismissed a group/row at a time, you must also supervise exit around landings and corridors close to your room.

Punctuality

A child should be marked as late if they arrive more than 3 minutes after the start of the lesson. If a child is late to school in the morning then they will receive a 30-minute detention for their first and second late and 60 minutes 3rd, 4th and 5th late in a calendar week. The detention will be sat the following day in the canteen, however

if a child is late to your lesson during the day then a 10-minute detention will need to be issued and completed by their class teacher.

Procedures for leaving School during School hours

- Pupils must bring a note or appointment card giving the date and time of appointment, time leaving School and the reason
- If the pupil is to leave mid-way through a lesson, then he/she must show the note to the subject teacher at the start of the lesson
- Prior to departing, the pupil takes the note to Reception and an official School Sign out is issued
- If the pupil returns in the day, then they are to sign back in

Procedures for pupils being out of lessons

Pupils should never be out of lesson, unless the following conditions apply:

- They have a valid toilet pass (valid only if issued by their head of year, SENDCO or SLT)
- They have been asked to stand outside the classroom to address an issue (no more than 3 minutes)

If a pupil needs removing from a lesson, then on call procedure should be followed and the member of staff on call will attend

If a child is extremely ill or requires immediate medication, then on call procedure should be followed, the pupil will be taken to the medical staff

Pupil Leave of Absence

Pupil's parents or carers will need to write a letter to the head teacher to ask for a leave of absence. Absence during term time will only be authorised in exceptional circumstances.

Attendance

Pupils are expected to have an attendance figure of at least 97%. Both authorised and unauthorised attendance is also highlighted in reports. The school is thorough in its work with parents on attendance and punctuality. Persistent issues are dealt with and parents whose child/ren fail/s to attend school properly or punctually are required to attend meetings and often have legal action taken by the local authority.

Family holidays will not be authorised.

Parents

- Parents must accept their responsibility regarding pupil attendance.
- Open Evenings, etc. will see the Schools' expectations regarding attendance outlined to all parents and pupils.
- Parents are encouraged to contact School and inform of any problems or concerns they may have about their child's Schooling.

School Uniform

Academy Uniform

<p><u>Boys</u></p> <p>Blue blazer with school badge</p> <p>Grey trousers</p> <p>School tie</p> <p>Black leather shoes</p> <p>Black socks</p> <p><u>PE Kit for both boys and girls</u></p> <p>CA T-Shirt</p> <p>CA- Jumper</p> <p>CA - Socks</p> <p>CA Joggers</p> <p>CA Shorts</p>		<p><u>Girls</u></p> <p>Blue blazer with school badge</p> <p>Grey skirt/Tailored trousers</p> <p>Light Blue blouse/shirt</p> <p>School Tie</p> <p>Black leather shoes</p> <p>Black tights (plain)/white socks</p>
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Jewellery / Makeup & Hair

One plain gold or silver stud earring in each ear lobe is permissible –
Hair colour and high fashion hairstyles are not permitted, natural colours in hair only.
Full and partially shaved heads and shaved eyebrows are not permitted. No patterns or lines in hair or eyebrows.
Any extreme fashion, hairstyle or body marking/ piercing is banned.
Parents will be required to collect any confiscated items. If they are not collected within four weeks they will be disposed of.

All Staff - Wider Academy Environment

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 (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 tutee's work across the academy
- Monitor standards of tutee's behaviour across the academy
- Intervene when students need extra support

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

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 equal to that of the teaching staff.

Central Academy Leaders (TLR Holders at all levels)

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.

Learning Teams

Learning Teams include Faculty Leaders, Teachers who hold a Teaching & Learning Responsibility Point and subject 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, and SLT.

Year Groups are responsible for developing a culture of consistently high expectations within their year, actively monitoring behaviour and progress within year groups. Year group teams will intervene where necessary.

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.

Key Staff

- David Bailey – Headteacher
- Monika Sethi – Deputy Headteacher
- Rekha Shell-Macleod - Deputy Headteacher
- Daniel Marshall – Assistant Headteacher
- Michael Nott – Assistant Headteacher
- Wayne Robinson – Assistant Head
- Rebecca Hawkings – Academy Business Manager
- Gemma Patel – SENDCO
- Thomas O'Brien – Senior Leader
- Mercideze Gilbert-Barrow - Head of Year 7 & 8
- Steve Parkes - Head of Year 9
- Luke Wilkins – Head of Year 10
- Charlotte Ryan – Head of Year 11

Praise, Sanctions and Rewards

The Academy will always try to achieve positive behaviour through rewards over sanction (**typically a 6:1 balance in favour of praise**).

Student Reward Scheme – Class Charts Reward Points

Education is about all-round development.

Part of this is encouraging positive behaviour, giving recognition to students when they do well and motivating them to do more by applying 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 online 'shop'.

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

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 verbal and written praise.
- Positive attitude to learning achievements in class work and homework, and meeting or exceeding expectations should all be acknowledged in class by giving reward points.

Praise within Learning Areas and Year Groups

As well as rewarding students through verbal praise and reward points, each subject will have guidelines for 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.

The use of rewards is monitored by Heads of Year, Tutors and reported to Senior Leaders and Governors. The celebration of rewards is given both privately and publicly (through end of term assemblies).

Praise and Rewards Structure – How reward points are issued to students

<u>Achievement</u>	<u>Reward</u>
Positive behaviour (out of lessons)	Up to 3 points awarded
Positive behaviour in lessons	Up to 5 points awarded per lesson
Meeting expectations (no incidents of low level disruption) per week	5 points (automatically generated on Class Charts)
Meeting expectations (no incidents of low level disruption) per half term	20 points (automatically generated on Class Charts)
Outstanding lesson	5 points (points awarded by teacher on Class Charts)
Students with 100% attendance each week	10 (automatically generated on Class Charts)
Students with no late marks each week term	10 points (automatically generated on Class Charts)
Students with 100% attendance each half term	50 points (automatically generated on Class Charts)
Students with no late marks per half term	30 points (automatically generated on Class Charts)
Completing homework to a good standard and handed in on time	3 points given per homework piece (entered into Class Charts by form teacher)
Passing the Knowledge Organiser test	5 points given per homework piece (entered into Class Charts by class teacher)

Sanctions and Discipline

When using sanctions, remember the following:

- 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:

- Detention
- Reports
- Reporting to senior staff
- Discussion with parents gaining their support e.g. for extra work or compliance with uniform rules
- Removal from group to another class - temporarily or permanent
- Exclusions, internal, fixed term and permanent.

Intervention when Behaviour Fails to Meet Expectation

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 (Wave 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).

The Role of the Tutor (Stage 1 – In the first instance, tutor response)

Short Term (Maximum 5 days) Positive Praise Tutor Report
Mentoring & Coaching
Parental Contact

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)

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.

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.

Repeated or Persistent failure to meet expectations

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

Detentions (10-minute loss of social time or 30,60 minute after school SLT detention)
Contact made with parent / carer to discuss re-occurring behaviour issues
Subject Report to Teacher, or Head of Faculty

Head of Faculties will keep a record of interventions strategies applied in their Learning Areas on Class Charts.

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 intervene. Heads of Year will monitor this through daily behaviour data.

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/ External Exclusion

The Role of the Pastoral Team

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 the pastoral team, 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

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

Governing Body Intervention (Stage 5)

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

Governor Behaviour Panel
The use of alternative provision (Full or Part Time)

Respite placements to other contexts
Managed move
Recommendation from the Headteacher to pursue Permanent Exclusion

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, lack of effort or disengagement in class.

All teaching and non-teaching support staff have 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 notice will be provided via one or more of the following methods: Class Charts notifications, recording in the passport, email, text or phone call.

The academy reserves the right to give detentions on the day if parent/carer contact is made, and if parents/carers agree. 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.

Type of Detention	Length of Detention	When does the Detention Occur
Yellow Warning	10 Minutes	Break, Lunch
Late to Academy	30 Minutes 1 st and second late - 3 rd late 60 Minutes	3.00 pm
Amber Warning	30 Minutes	3.00 pm
Red Warning	60 Minutes	3.00 pm

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:

- 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.

- Students arriving after 3:15pm to detention will be listed as having missed said detention
- After academy detentions will be led by SLT and supported by Central Academy leaders

Failure to attend After Academy Detentions and Rescheduling Missed Detentions

A missed Yellow Warning Detention (10 Minutes) extends to an Amber Warning Detention 30 minute.

A missed Amber Warning Detention (30 Minutes) extends to a Red Warning Detention 60 minutes.

A missed Red Warning Detention (60 Minutes) – extends to a Missed detention (Final Red Warning) is logged and a conversation had with the student by their HOY. The detention will be scheduled for the following day and recorded on classcharts (parents notified). If the rescheduled detention is missed, without extenuating circumstances, the student will be placed into isolation. If this behaviour is not addressed by the student this can lead to the WAVE 1,2 or 3 of the Behaviour Pathway.

The detention will always still be expected to be served should the student have personal commitments.

Parents/Carers will be informed by 5.00PM on the day of the missed detention that their child will be required to attend an extended detention (if Amber warning) on the next academy day. If a Red Warning detention is missed the same will apply notifying parents/Carers, (see above for specific missed Red Warning Detentions procedure).

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

Verbal Warning	
Action	Consequences
<ul style="list-style-type: none"> • Preventing others from learning, e.g. shouting out, out of seat, talking when shouldn't or not immediately following instructions. • Incorrect Uniform • Lack of Equipment 	<ul style="list-style-type: none"> • Reminder about classroom expectations • Student may be asked to move seat • Student may be asked to take a moment to think before acting
Yellow Warning – Failure to meet expectations.	
These are generally isolated incidents where a student fails to meet expectations <u>OR</u> behaviour that is not threatening or intimidating <u>OR</u> does not involve damage to property.	
<ul style="list-style-type: none"> • Failure to meet expectations. • Behaviour that stops others from working or learning 	<ul style="list-style-type: none"> • Warning issued – Yellow Warning • Recorded on Class Charts

<ul style="list-style-type: none"> • Inappropriate remarks or language • Lack of work • Incorrect uniform despite time to rectify • Lack of equipment despite time to rectify • Homework not attempted • Dropping of litter 	<p>Detention Process</p> <ul style="list-style-type: none"> • 10 minute break or lunch detention • Managed by the teacher who has issued the Yellow Warning recorded on Class Charts
<p>Amber Warning – Repeated failure to meet expectations.</p>	
<p>Applicable when a student has not changed their behaviour despite receiving a Verbal Warning and Yellow Warning OR an isolated incident which in some way threatens safety or well-being of students or stops students from learning, damage to staff or property OR defiance of staff OR bringing the academy into disrepute.</p>	
<ul style="list-style-type: none"> • Repeated failure to meet expectations. • Throwing an object • Damage to others work or property • Repeated behaviour that stops others from working or learning • Offensive remarks or language • Defiance of authority • Disrespect of others including teaching staff • Refusal to follow instructions • Significant lack of work • Antisocial behaviour outside of the classroom 	<ul style="list-style-type: none"> • Warning issued – Amber Warning • Recorded on Class Charts • Class Charts notification or Text message / Email generated by 5.00pm on day of issue • Addition to detention list on day of detention <p>Detention Process</p> <ul style="list-style-type: none"> • 30 Minute after school detention on next academy day • 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 <p>Learning Areas may choose to remove from lesson to avoid further escalation</p>
<p>Red Warning – Persistent Failure to meet expectations</p>	
<p>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.</p>	
<ul style="list-style-type: none"> • Persistent failure to meet expectations. • Serious risk to the health and safety of others • Vandalism • Intentionally stopping others from learning • Verbal abuse • Racist or homophobic comments • Bullying towards students or staff • Complete defiance of authority 	<ul style="list-style-type: none"> • Warning issued – Red Warning • Student removed from lesson by SLT to another classroom or in some cases Extraction or Internal Exclusion (Isolation) • Detention logged on Class Charts by teacher • Text message / Email generated by 5.00pm on day of issue • Addition to detention list on day of detention

<ul style="list-style-type: none"> Threatening behaviour of any kind 	<p>Detention Process</p> <ul style="list-style-type: none"> 60 Minute after school detention on next academy day The teacher who issued the Red Warning is required to provide work for the student by attending the start of the detention or students will complete homework
<p>Final Red Warning due to missed detention</p>	
<ul style="list-style-type: none"> Failure to attend original Red Warning detention 	<p>Detention Process</p> <ul style="list-style-type: none"> 60 Minute after school detention on next academy day <p>The teacher who issued the Red Warning is required to provide work for the student by attending the start of the detention or students will complete homework</p>
<p>Late to Academy</p>	
<p>Action</p> <ul style="list-style-type: none"> Arriving to academy after the 8.30am bell has sounded without a parental note or valid reason. 	<p>Consequences</p> <ul style="list-style-type: none"> Reminder about punctuality expectations. On the first occasion a 30 Minute after school detention on the same academy day. On the second occasion a 30 Minute after school detention on the same academy day. On the third occasion (or more) a 60 Minute after school detention on the following academy day.

General Academy Procedures relating to Behaviour

Deciding the level of sanction:

Sanction	Authority to Apply Sanction
Any detention	Any Teacher or Non-Teaching Member of staff
Internal Exclusion (Isolation)	Maximum 1 day – Any Pastoral Member of staff/SLT
	Maximum 3 days – Any Pastoral Member of staff/SLT
	4 days or greater – Authorised members of staff/Deputy Head/Headteacher
Fixed Term Exclusion	1 to 5 days – Authorised members of staff/ Headteacher
	Recommendation for Permanent Exclusion – Headteacher

Permanent Exclusion	CORE Education Trust board of Trustees
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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 to be investigated, as soon as possible, before a decision can be made. This may be because it is a reported concern without direct evidence or because student accounts are at variance with other reports. In these instances, the following general procedure is followed:

1. Investigations will be undertaken using the academy 'Gateway' process and will typically be managed by the Pastoral Team and/or overseen by a member of SLT.
2. Students may be isolated as part of the investigation process. Typically, no more than one full day.
3. 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.
4. 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.
5. Any camera footage of the area at the time would be viewed
6. 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.

Any decisions made on sanctions are not subject to parental/carer approval, though the academy would make every effort for parents/carers to understand the reasons behind decisions and how this complies with the 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 Pastoral Team may be made for additional support. Additional support could consist of making referrals to outside agencies such as Malachi, Bernardo's, Forward Thinking etc.

In addition to referring students to outside agencies, we will also refer students to our in school support 'WellBeing Hub'. Students will receive intense workshop or 1:1

work with in school mentors around a variety of areas such as Self –Esteem, Peer Pressure, Anger management etc.

Exclusions

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

In some circumstances, it will be necessary to issue a fixed term or permanent exclusion as a sanction. Only the Headteacher has the authority to issue an exclusion, and this must only be for a breach of the school's behaviour policy. *Please refer to the CORE Exclusions Policy for specific details on this process.* 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, a serious stand-alone incident could result in the decision to permanently exclude a student e.g. being in possession of a weapon or drugs whilst on academy premises.

If a behaviour incident requires an exclusion (internal or external) a recommendation will be made 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 the 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 readmission 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 readmission interviews from external exclusion, together with a member of the Heads of Year Team. The re-admission 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 the 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 supporting 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. This could be for being in possession of a weapon or drugs whilst on Academy premises.

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

A search will always be undertaken with more than 1 member of staff present and carried out in accordance with DFE guidance on 'Searching, screening and confiscation' (January 2018). Senior Leadership have power to search for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Cigarettes
- Fireworks
- Pornographic images (looking through digital devices i.e. mobile phones)
- Items likely to be used to commit an offence

Some of the items in the above list will be handed over to the Police, otherwise it is for the Headteacher to decide if and when to return a confiscated item, where appropriate.

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. Academies' 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 student'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, the academy will confiscate mobile phones or electronic devices if they are seen or used on the academy site. Members of staff will confiscate the device and hand into Central services. The students name will be recorded; first and second time offence the student will receive their device back at the end of the school day. If

a device is taken for the third time, the students parent or carer will have to collect the device from the Academy. If this cannot be arranged the device will be kept in school until a convenient time has been arranged for parent/carers to collect. This includes the confiscation of headphones. Headphones are not to be on show at any time whilst on the Academy premises.

All staff should make pupils aware that if mobile phones/electronic devices or earphones are brought into School and are lost, stolen or damaged the School will NOT accept any responsibility for their recovery or replacement cost.

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 students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The decision 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 student behaving in a way that disrupts an academy event, trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to the behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight
- restrain a student 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 as 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.

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

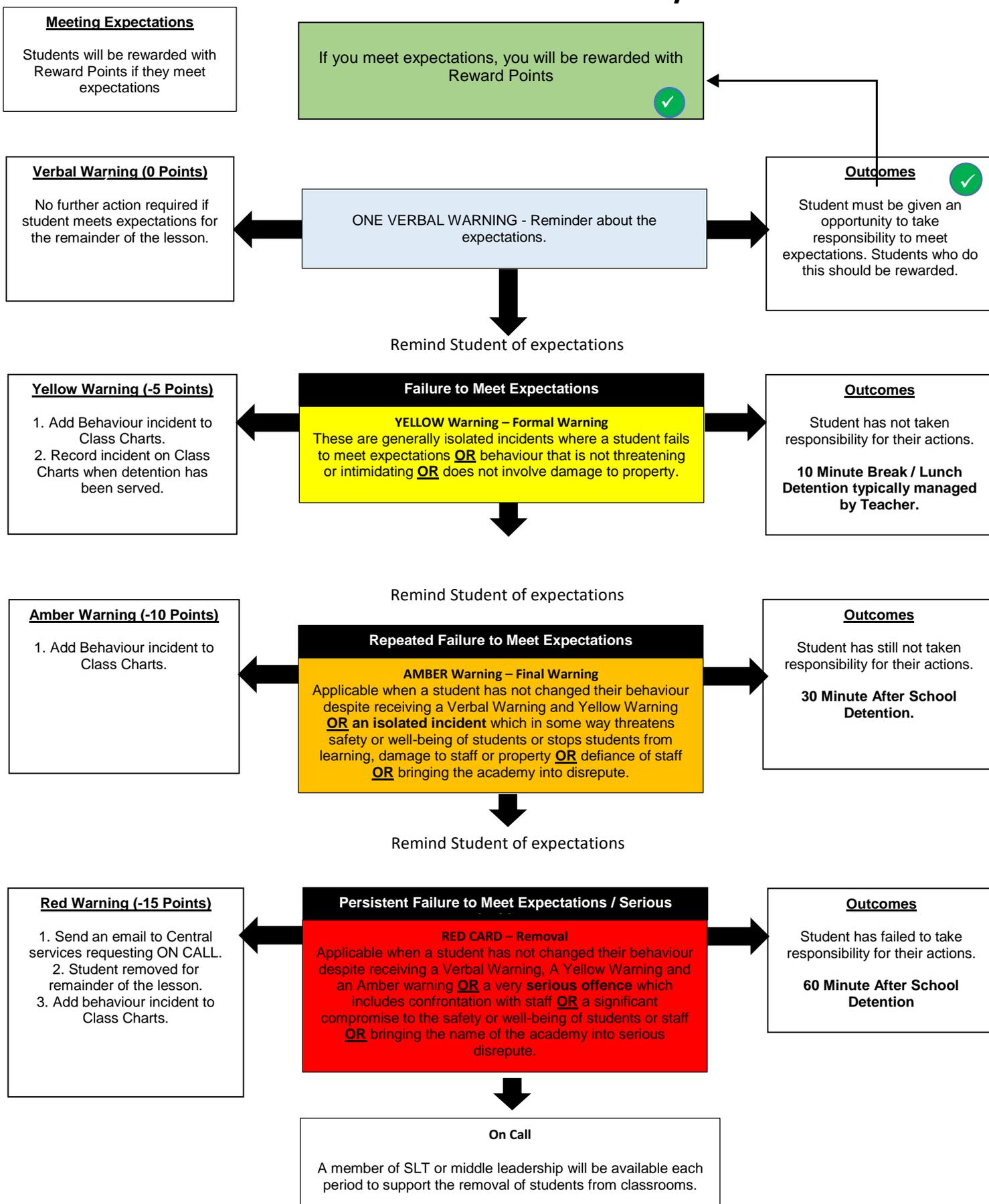
Appeals Against Sanctions

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

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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.

In Class Behaviour Pathway



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Failure to meet Expectations (In Class Behaviour Pathway)			
Consequence	Number & Type of Incidents	Evidence required Actions of Rectification work/ support	Action led by
Verbal Warning		- Recorded on CLASS CHARTS - No behaviour points.	Class Teacher
Yellow Card		- Recorded on CLASS CHARTS - 5 Behaviour Points - 10 Minute Break or Lunch Detention	Class Teacher
Amber Card		- Recorded on CLASS CHARTS - 10 Behaviour Points - 30 Minute After School Detention - Parent Notified via Class Charts and/or phone call	Class Teacher
Red Card		- Removal from Class - Recorded on CLASS CHARTS - 15 Behaviour Points - 60 Minute After School Detention - Parent Notified via Class Charts and/or phone call	Class Teacher Initiates Red Card. SLT /HOY/ HOD removal from class
Persistent Failure to Meet Expectations <i>Behaviour discussed at weekly pastoral meeting.</i>			
Concerns in Lessons		Pastoral Concerns	
Step	Initiated by	Evidence required Actions of Rectification work/ support	Action led by
Subject Report (Teacher / HOD) 2 Weeks	Repeat Amber or Red Warnings in same subject with same or different teachers.	Pastoral Report (Tutor / HOY) 2 Weeks	Persistent lateness, uniform issues despite opportunities to rectify, failure to complete homework, repeated lack of equipment.
Report to HOY – Behaviour 1 Week	Failure to successfully complete either a subject or pastoral report.	Report to HOY – Behaviour 1 Week	Failure to successfully complete either a subject or pastoral report.
SLT Report 1 Week	Failure to complete a successful report to PM - Behaviour	SLT Report 1 Week	Failure to complete a successful report to PM - Behaviour
Wave 1 – Significant concern for the safety & wellbeing of staff and / or students' persistent breaches of the Central Academy Behaviour Policy			
Step	Initiated by	Evidence required	Action led by

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Wave 1 Letter to be sent to parents	Continued failure to meet expectations despite Subject / Pastoral report.	Class Charts Updated to reflect Wave 1 Letter issued to parents. Note on Child File	HOY
Assess / Plan / Do / Review 4 Weeks	Identify potential barriers stopping student from improving their behaviour. Two-week support plan Two- week monitoring of support plan Review impact of the support provided. Two cycles of APDR Maximum	Completed APDR added to child file. Evidence impact of individual support / therapies.	HOY (GPA if SEND to support)
Wave 2 – Continued concern for the safety & wellbeing of staff and / or students' persistent breaches of the Central Academy Behaviour Policy			
Wave 2 Letter Sent to Parents / Reintegration meeting following a 1, 2 or 3 day Fixed Term Exclusion. Follow up notified via Class Charts and/or phone call day before to confirm attendance to meeting. Parent given every opportunity to attend and support their child.	Student continues to fail to meet expectations despite intervention. OR Serious offence that results in a Fixed Term Exclusion of 1, 2 or 3 days.	Gateway Completed and signed by SLT Recorded via CLASS CHARTS (Exclusions) Request for External Exclusion to SLT Exclusion agreed / Letter Sent Notified via Class Charts and/or phone call home to parents Diary Re-integration	HOY/WRO agrees issue of Wave 2 letter or Office Manager completes and issues FTE letter. Follow up call completed by admin staff day before meeting and logs on Child File. Assistant Head/Deputy Head attend meeting to support. GPA to support if SEND student
Pastoral Support Plan (1) Signpost External Agency Support. Review within 4 weeks and either close (return to Wave 1) or amend and move to Pastoral Support Plan (2)	Commitments to improvement / support logged on the Pastoral Support Plan. Review date identified.	Recorded via Class Charts (or Exclusions) as Wave 2 Intervention Request for External Exclusion by SLT Lead Notified via Class Charts and/or phone call home to parents Parental Meeting before re-integration	Pastoral Support Plan completed during the meeting Copy of Pastoral Support Plan added to Child File. Review Date put into calendars. Any agreed actions on behalf of school to be circulated to all staff. GPA to support if SEND student
Pastoral Support Plan (2) Signpost External Agency Support. Review within 2 weeks and either	Commitments to improvement / support logged on the Pastoral Support Plan. Review date identified.	Recorded via Class Charts (or Exclusions) as Wave 2 Intervention Request for External Exclusion by SLT Lead	Pastoral Support Plan completed during the meeting Copy of Pastoral Support Plan added to Child File. Review Date put into calendars. Any agreed actions on behalf of school to be circulated to all staff.

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close (return to Wave 1) or: Trigger Respite or Move to wave 3 letter and Pastoral Support Plan (3)		Notified via Class Charts and/or phone call home to parents Parental Meeting before re-integration	GPA to support if SEND student
Respite Placement at another school	WRO to liaise with other schools to arrange placement.	Recorded on CLASS CHARTS Confirmation letter to Parents	Agree start / End dates for respite Attendance to be logged with regular contact with host school.
<u>Mitigation.</u>			

Wave 3 - Constant concern for the safety & wellbeing of staff and / or students' persistent breaches of the Central Academy Behaviour Policy			
Wave 3 Letter invites child and parent to Governor Disciplinary Panel Follow up notified via Class Charts and/or phone call day before to confirm attendance to meeting. Parent given every opportunity to attend and support their child.	Student continues to fail to meet expectations despite intervention. <u>OR</u> Serious offence that results in a Fixed Term Exclusion of 4 or 5 days.	Gateway Completed and signed by Principal. Recorded via CLASS CHARTS (Exclusions) Request for External Exclusion to Principal Exclusion agreed / Letter Sent Notified via Class Charts and/or phone call home to parents Diary Re-integration. Governor to be present at reintegration.	WRO recommends Wave 3 letter to Principal Office Manager completes and issues FTE letter. Office Manager to arrange Governor. Follow up call completed by Office Manager day before meeting and logs on Child File. Headteacher / Governor attend meeting to support GPA to support if SEND student
Pastoral Support Plan (3) Signpost External Agency Support. Review within 4 weeks. If successful return to Wave 2 at review meeting with a new Pastoral Support Plan	Commitments to improvement / support logged on the Pastoral Support Plan. Review date identified.	Recorded via Class Charts (or Exclusions) as Wave 3 Intervention Request for External Exclusion by Principal. Notified via Class Charts and/or phone call home to parents Parental Meeting before re-integration	Pastoral Support Plan completed during the meeting Copy of Pastoral Support Plan added to Child File. Review Date put into calendars. Any agreed actions on behalf of school to be circulated to all staff. GPA to support if SEND student
Managed move to a different school in order to avoid Permanent Exclusion.	WRO to liaise with NWSP to agree a managed move.	Recorded on CLASS CHARTS Parent agrees and a meeting is set up between Host School and Parent.	Agree start / End dates for respite Ongoing monitoring. Attendance to be logged with regular contact with host school.

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Within Two weeks or progress to permanent Exclusion.		Managed move takes place.	
Review evidence. Can anything else be done to avoid a permanent exclusion?			
Permanent Exclusion			
Recommendation to Permanently Exclude Student made by WRO to DBA with evidence base to secure decision.	Cumulative or one-off incident.	Permanent Exclusion checklist. Completion of documentation in line with School Policy.	External agency support if appropriate to help family through process.
Student removed from roll.	Broker new placement for student without parental permission.		

Updated September 2019
W Robinson