

## Akroydon Primary Academy



## Behaviour for Learning (BfL) Policy

**Status** – Agreed

### 1. Purpose of policy and guiding principles

- 1.1. The Governors and staff of Akroydon Primary Academy (APA) are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. APA has very high standards and expectations of its pupils. The academy believes that all pupils have the capacity, and the right, to reach their full potential. Therefore, the policy and practices have been developed to ensure that there is an environment within the academy that is conducive to learning, so that all pupils of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The academy's behaviour expectations are guided by our core values of Empathy, Honesty, Respect and Responsibility. Staff are expected to model these core values and use them in discussions and interactions with pupils.
- 1.4. APA believes that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing pupil behaviour.
- 1.6. For some pupils with special educational needs and disabilities, reasonable adjustments will be made to ensure they reach their potential.

### 2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the daily life of the academy, and as such is linked to several policies. Throughout this policy there is reference to the following DfE documents, which should be read in conjunction with this policy:
  - Exclusion from maintained schools, academies and pupil referral units in England 2012.
  - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
  - Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies.
  - DfE and ACPO Drug Advice for Schools.
  - Use of Reasonable Force.
  - Behaviour and Discipline in Schools.
  - Screening, Searching and Confiscation.
  - Ensuring Good Behaviour in Schools.
  - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.2. In addition, there are a number of policies linked to this policy, including:

SEN Policy

Teaching and Learning policies

Anti-Bullying Policy

Safeguarding and Child Protection Policies

Student Attendance and Punctuality Policy

The Misuse of Illegal Substances Policy

- 2.3. This policy links with the Equality Act 2010, specifically the academy's responsibility to make reasonable adjustments for pupils who are considered to have a disability, as defined by the act.
- 2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.
- 2.5. The academy reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

### 3. Pastoral Staff

- 3.1. Throughout this policy there is reference to key Pastoral Support Team that has responsibility for monitoring, analysing and implementing BfL systems. The key staff in this team are:
  - Assistant Principal: Pupil Support
  - Lead Behaviour Professional
  - Parental Engagement Officer
- 3.2. The above group of staff operate the day to day implementation of this policy and are able to make decisions to ensure a positive learning environment is embedded in the academy.

### 4. Rewards

- 4.1. This BfL Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards
- 4.2. Rewards are at the centre of the policy. Our aim is to make sure that pupils are rewarded and recognised for good behaviour.
- 4.3. The academy's rewards system is based on Achievement Points (APs) which is promoted throughout academy life. It is clearly and regularly presented to pupils and staff so that we are consistent and fair in our approach.
- 4.4. APs are issued if pupils consistently achieve the **Akyodon Absolutes** (see 5.1 below).
- 4.5. Additional APs can be issued for a range of other good behaviours, for example:
  - An outstanding contribution in class
  - Supporting another child with their learning
  - Doing a good presentation
  - Setting an example to others
- 4.6. APs are totalled and result in a variety of rewards e.g. text message home, certificates, badges and rewards events in school.

## Empathy, Honesty, Respect, Responsibility



4.7. The BfL system, rewards as well as consequences, will be highly visual in all classrooms:

Akroydon Academy: BfL Policy		 Akroydon Primary Academy		
Achievements 	Name	C1 Verbal Warning	C2 Negative Behaviour Point	C3 Detention and a note in your planner
				

**Empathy Honesty Respect Responsibility**

- 4.8. After each session, the board is cleaned and pupils have the opportunity to accrue APs again (and learn from previous negative behaviour that may have resulted in a sanction or consequence).
- 4.9. All BfL data will be monitored closely and parents/carers will receive termly updates on their child's report.
- 4.10. At any time in the term, a parent/carer would automatically be informed if their child received a C3 via their planner (see **Appendix 1** for further information).

## 5. Provisions

### 5.1. Akroydon Absolutes

All pupils at APA are expected to meet the following expectations or Absolutes:

- **Wearing correct uniform at all times**
- **Showing good behaviour in the classroom, outside and around the academy**
- **Giving your best in every lesson**
- **Making contributions in lessons**
- **Listening attentively to others**

- **Being respectful and polite to adults and other children**
- **Taking pride in the presentation of work in all books**
- **Doing your homework and keeping your planner and reading record book up-to-date**

5.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of the academy's behaviour management policy and procedures. The system is detailed in **Appendix 1**.

5.3. Exclusions and alternatives to exclusions

**Appendix 5** refers to the academy's policy and practices in agreeing exclusions.

5.4. Behaviour at social times

APA promotes a positive play strategy at break and lunch time play. This sits outside of the classroom consequences system, although it is part of the wider academy BfL policy and involves issuing Achievement Points and/or Behaviour Points as necessary. A record of these points is reported to termly to parents/carers, clearly identified as 'social time' behaviours.

5.5. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, APA also bans any item brought into the academy with the intention of the item being sold or passed on to other students which, in the Principal's opinion, will cause disruption to the academy or be detrimental to academy practice. As a result, the academy is able to search pupils for these items. **Appendix 6** refers to the academy's policy on confiscating items.

5.6. CCTV

APA reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Data Protection Policy and related legislation.

5.7. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies.' All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Principal has temporarily put in charge of pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on any visit organised by the academy.

5.8. Discipline beyond the academy site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public, or a pupil, to the police as soon as possible. If a member of the public, academy staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to an academy member of staff, the Principal or Assistant Principal: Pupil Support must be informed. In addition, if the Principal/Assistant Principal considers that the misbehaviour is linked to a child suffering, or being likely to suffer significant harm, the academy's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site. **Appendix 3** shows the academy's Behaviour Matrix.

Where poor behaviour occurs when a pupil is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed-term or permanent exclusion,

particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Pupils are expected to wear full academy uniform correctly when travelling to and from the academy and must not be involved in behaviour that could adversely affect the reputation of the academy.

#### 5.9. Police

APA will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, APA will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

#### 5.10. Reasonable adjustments

5.9.1 The academy will ensure that pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupils in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

5.9.2 The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All pupils and staff will be supported to understand reasonable adjustments.

### 6. **Governing Body Behaviour Committee**

6.1. Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Behaviour Committee of the Governing Body must be convened by the Principal's PA (acting as the Clerk to the panel) when:

- A pupil has received over 15 days' exclusion in one term.
- Recommendation of permanent exclusion is made by the Principal, either via a one-off incident or through the consequences system.

6.2. The Behaviour Committee will comprise of three members of the Governing Body who can hear the case impartially. If a member has a connection with the pupil, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

6.3. The Behaviour Committee can uphold an exclusion or direct the pupil's reinstatement, either immediately or on a particular date.

6.4. The meeting must be convened between the 6<sup>th</sup> and 15<sup>th</sup> academy day after the date of the receipt of notice to consider the exclusion.

6.5. The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least five days in advance of the meeting.

6.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

6.7. The Principal and/or Assistant Principal will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

6.8. Within one academy day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Academy Trust. The parent/carer has 15 academy days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

### 7. **Independent Appeal Panel**

## Empathy, Honesty, Respect, Responsibility

- 7.1. APA has in place an Independent Appeal Panel and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Local Authority. APA will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Body not to reinstate a permanently excluded student.
- 7.2. Parents will be informed of their right to request a Special Educational Needs expert at the appeal hearing.
- 7.3. The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.
- 7.4. Where the Governing Body decides to uphold an exclusion they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

### 8. Roles and responsibilities

#### 8.1. The Role of the Principal

- The role of Principal is to ensure that this policy is applied fairly and consistently across the academy.
- The Principal will be responsible for reporting to governors on its performance.

#### 8.2. The Role of the Governing Body

- Governors will be responsible for monitoring the behaviour of pupils through governors' meetings.
- The governors will form a behaviour committee when required to do so.

#### 8.3. The Role of Parents and Carers

- Reference to this policy will be included in the Academy Prospectus, Academy Policy Handbook, Home/Academy Agreement, on the Academy VLE and in the pupils' planners.
- The policy is available in full via the academy's website.

### 9. Monitoring and Evaluation

- 9.1. The Governing Body will evaluate the impact of this policy by receiving written data from the Principal in his or her written report each term:
  - The number and range of rewards for good behaviour each term
  - The number of fixed-term and permanent exclusions
  - The number of internal exclusions and off-site inclusions at other schools
  - The number of BAC moves
  - Instances of bullying and the action taken
  - Support provided for the victim(s).
- 9.2. As part of the review of this policy, Governors will seek feedback from the pupil voice, staff and parents on the effectiveness of this policy. Governors nominated to monitor this policy will visit the school at different times of the day and report on their findings to the relevant governor meeting.
- 9.3. The Governing Body will approve this policy.

<b>Date adopted by Governing Body</b>	<b>October 2017</b>
<b>Date for full implementation</b>	<b>November 2017</b>
<b>Date for review</b>	<b>November 2018</b>
<b>Lead Professional</b>	<b>Assistant Principal: Pupil Support</b>

## Appendices

For ease the appendices in this policy are numbered below:

Appendices .....	7
Appendix 1 - Behaviour for Learning System.....	8
1) Classroom Consequence System.....	8
2) Detention.....	8
3) Reports.....	9
Appendix 2 – Inclusion .....	10
Appendix 3 – Behaviour Matrix.....	11
Appendix 4 - Serious Breach of Academy Rules .....	12
Appendix 5 – Exclusions and alternatives to exclusions .....	13
1) Fixed Term Exclusions .....	13
2) Permanent Exclusion.....	14
3) Offensive Weapons - Definition .....	15
4) Partial Timetable.....	15
5) Pupil Support Panel.....	15
6) Partial timetable agreement.....	16
Appendix 6 – Confiscation.....	17
1) Mobile phone use and confiscation.....	18

## Appendix 1 – Behaviour for Learning System

### 1. Classroom Consequence System

The Classroom Consequence System is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the pupil's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

**The Classroom Consequences System is progressive (C1 – C2 – C3 – Red Card).**

For example, if a pupil disrupts their own learning or the learning of others they will receive a **C1 – Verbal Warning**.

If the pupil continues to disrupt their own or others learning they will receive a **C2 – Behaviour Point recorded**.

If the pupil fails to improve their behaviour and continues to disrupt learning, he/she will receive a **C3 – a loss of free time at lunchtime (up to 15 minutes at KS2, 10 minutes at KS1)** and a note put in the pupil's planner. For more information, please see section 2, below 'Detentions'.

Should the pupil continue to disrupt the lesson, he/she will be given a **'Red Card' and will be placed in 'Focus'** (for more information, please see **Appendix 2**).

Consequences given to pupils during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind pupils of where they are within the Classroom Consequence System.

Please note all consequences from 'C2' onwards are recorded by the academy as Behaviour Points (BP) using the following scale:

C2 = 1 BP

C3 = 2 BPs

Red Card = 4 BPs

This data is also constantly monitored by the Pastoral Support Team. Pupils' behaviour records are analysed weekly by this team and, where there are concerns, these are communicated to parents/carers and interventions are put in place. Please see below section 3 'Reports'.

Note: Staff have the right to issue a pupil with an immediate 'Red Card' at any point during any lesson if they believe the pupil's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The Behaviour Matrix (**Appendix 3**) outlines the sanctions and support that pupils may receive as a consequence of their behaviour.

### 2. Detention

The academy will issue a detention (loss of free time) for a breach of the academy rules. This is proportionate to the age of the pupil and the seriousness of the incident. Parents/carers will be notified of this through the pupil's planner. A detention will be issued if

a pupil receives a C3 during a lesson.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a pupil to complete a detention. (Please refer to the DfE's Behaviour and Discipline in Schools guidance).

### 3. Reports

Behaviour Points accrued by students are monitored and analysed by the Pastoral Support Team on a weekly basis. To support pupils and address any behavioural concerns, the academy uses a report card system. There are two levels of report:

A Class Teacher (green) Report – signed by the classroom teachers (for both morning and afternoon sessions), as well as parent/carer daily.

A Key Stage Leader (amber) Report – as above, but also monitored and signed by the relevant Key Stage Leader

A Senior Staff (red) Report – as above, but also monitored and signed by a member of the Pastoral Support Team.

Pupils will be placed onto one of these reports when they amass a certain number of Behaviour Points during a term:

- **A Class Teacher (green) Report – 15-19**
- **A Key Stage Leader (amber) Report – 20-39**
- **A Senior Staff (red) Report – 40+**

If a pupil receives any sanctions (from a C1 to a Red Card) during their lessons, the member of staff must record this on the report (as well as recording C2 and above incidents on SIMS, as usual).

It is a requirement that all reports are signed by a parent/carer each day.

Each report will contain three targets that are specific to the pupil. These targets will be agreed between pupils, staff and parents/carers. Failure to meet these targets will result in pupils progressing on to the next, more serious report in the system. If a pupil loses their report, this may result in a loss of free time (detention).

At the end of each term all pupils will be removed from report. Pupils will also be taken off report during a term if their behaviour improves and they are issued with ten or fewer Behaviour Points over a three-week period.

Where the academy feels that a pupil would benefit from being on report at the start of a term a Monitoring Report (purple) will be issued. This report will be in place until one of the above thresholds is triggered. Pupils will remain on Monitoring Report until the academy deems it necessary to remove them.

## **Appendix 2 – Focus**

APA will use Focus (inclusion) when student behaviour negatively impacts on the learning and/or safety of pupils. Focus will also be used when it is appropriate if the good order of the academy is threatened and/or pupil behaviour could potentially damage the reputation of the academy.

Pupils may be placed in Focus for the following reasons:

- A 'Red Card' from a lesson (please see section 2.1 - Classroom Consequence System).
- A serious incident – classed as 'Red' or 'Grey' on the Behaviour Matrix (**Appendix 3**)
- Truancy or bullying.

Note: Pupils may also be placed into Focus for any serious breach of academy rules (**Appendix 4**)

When in Focus, each pupil will be required to reflect on their behaviour and/or complete further work set. Whilst in Focus, pupils must meet the academy's expectations.

*Note: Pupils who repeatedly fail to meet these expectations will be excluded and made to repeat their time in Focus on their return.*

## Appendix 3 – Behaviour Matrix

Description of behaviour	By whom?	Additional guidance
<b>Green: C1 – disrupting own learning - Verbal warning and name is recorded on Consequences board</b>		
Damaging property	All staff	No further action required
Defiance		
Disrespecting an adult		
Equipment		
Homework not handed in		
Inadequate work		
Inappropriate language		
Lateness		
Poor quality of work		
Poor behaviour outside		
Shouting out		
Verbal abuse		
<b>Yellow: C2 – disrupting own and others’ learning – 1 Behaviour Point issued (and recorded on SIMS)</b>		
Damaging property	All staff	Discussion with pupil about the consequences of further disruption
Defiance		
Disrespecting an adult		
Equipment		
Homework not handed in		
Inadequate work		
Inappropriate language		
Lateness		
Poor quality of work		
Poor behaviour outside		
Shouting out		
Verbal abuse		
<b>Amber: C3 – further disruption to own or others’ learning – 2 Behaviour Points issued</b>		
Continued disruption after previously being issued a C2	All staff	Discussion with pupil about the consequences of further disruption
<b>Red: Red card – Serious behaviour issue – 4 Behaviour Points issued</b>		
Continued disruption after previously being issued a C3	Lead Behaviour Professional/Senior Leader	LBP/SL meeting with parents/carers to discuss actions, expectations and consequences
Severe single event	Lead Behaviour Professional/Senior Leader	LBP/SL meeting with parents/carers to discuss actions, expectations and consequences
<b>Severe: Severe level sanctions can only be determined by a member of the senior leadership group</b>		
Persistent Red Cards (1-4)	<p>The range of sanctions considered are shown in brackets against behavioural concern. Parents/carers are informed in all cases. Pastoral/restorative plans will only be considered if there is a degree of contrition, honesty and willingness to apologise.</p> <ol style="list-style-type: none"> <li>1. Focus and SLG meeting with parents/carers to discuss issues</li> <li>2. External inclusion (off site) and Focus on return from external inclusion. SLG also to have meeting with parents/carers</li> <li>3. Fixed Term Exclusion and a meeting with parents/carers to discuss issue</li> <li>4. Permanent Exclusion and/or Managed Move to another school</li> </ol>	
Damage to property or theft (1-4)		
Bullying: Emotional, physical, racial, sexual, homophobic, verbal and cyber (1-4)		
Abusive or threatening behaviour (1-4)		
Inappropriate sexualised conduct (1-4)		
Offensive weapon (3-4)		
Drug/alcohol possession (3-4)		
Violence or assault (3-4)		

## **Appendix 4 – Serious Breach of Academy Rules**

**All decisions to exclude are serious and only taken as a last resort or where the breach of the academy rules is serious.**

**The following are given as examples:**

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear academy uniform which has been provided (where possible) for a pupil who is wearing incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or pupils.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the academy.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of academy rules.

## Appendix 5 – Exclusions and alternatives to exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012)

### 1) Fixed Term Exclusions

APA will use Fixed Term-Exclusions when a pupil's behaviour seriously and negatively impacts on the learning and/or safety of other pupils. Fixed-Term Exclusions will also be used when the good order of the academy is threatened and/or pupil behaviour could potentially damage the reputation of the academy.

The Principal (and the Assistant Principal, at the discretion of the Principal) may exclude for the following reasons:

- Serious breaches of the academy rules (for example – see [Appendix 4](#)).
- Repeated breaches of the academy rules.
- Refusal to engage with Focus.
- Five occasions in Focus.

When Fixed Term Exclusions are issued, the academy will attempt to follow the guidance scale below.

Fixed Term Exclusion	Number of Days
First	0.5 or 1
Second	0.5 or 1
Third	0.5 or 1
Fourth	0.5 or 1
Fifth	0.5 or 1
Sixth	0.5 or 1
Seventh	0.5 or 1
Eighth	1.5 or 2
Ninth	1.5 or 2
Tenth	1.5 or 2
Eleventh	1.5 or 2
Twelfth	2.5 or 3
Thirteenth	2.5 or 3
Fourteenth	2.5 or 3
Fifteenth	2.5 or 3
Sixteenth	3.5 or 4
Seventeenth	3.5 or 4
Eighteenth	4.5 or 5
Nineteenth	4.5 or 5
Total Days in One Academic Year	45 or fewer

Note: A pupil who receives a 1 day Fixed Term Exclusion after the morning registration but before the PM registration, will be excluded for the afternoon (PM) and the following morning (AM) – the two half days totaling one full day exclusion. This would then be recorded as a 1 day exclusion.

The above table is to be used as GUIDANCE only. It presents a model that increases the length of exclusions in order to reflect the continuing failure of a pupil to adhere to the academy's rules and engage with the interventions and support put in place.

A Principal retains full authority to vary the length of any exclusion at any time. However, no pupil will receive greater than 45 days' exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Principal also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days.

All exclusion data is closely monitored by the Assistant Principal: Pupil Support in conjunction with the Lead Behaviour Professional. It is the responsibility of the Assistant Principal: Pupil Support to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the academy and on the majority of pupils involved in the process.

APA is keen to ensure a balance is met, between the use of Fixed Term Exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

#### 4. Permanent Exclusion

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

- **in response to serious or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.'**

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Possession of an illegal drug with intent to supply.
- e) Carrying an offensive weapon (see definition below).
- f) Making a malicious serious false allegation against a member of staff.
- g) Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.
- h) Deliberate activation of the fire alarm without good intent.
- i) Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network.
- j) Repeated verbal abuse of staff.
- k) Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

The Principal may also permanently exclude a pupil for:

- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Possession and/or use of an illegal drug or drug paraphernalia on academy premises.
- Any serious incident which the academy deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

#### **5. Offensive Weapons - Definition**

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy.

In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal, senior leaders or the governing body to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

#### **6. Partial Timetable**

As an alternative to exclusion a Principal may, in limited circumstances, make use of a partial timetable to support a pupil. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by APA and parents. An example of a Partial Timetable Agreement between the academy, pupil and parent/carer is shown on the following page.

#### **7. Pupil Support Panel**

If a pupil is at risk of permanent exclusion, or has passed a high number of exclusion days in a relatively short period of time e.g. 10-15 days in a term, a Pupil Support Panel meeting may be convened. The panel may consist of Governing Body members, or members of staff.

**Partial timetable agreement**

PARTIAL TIMETABLE AGREEMENT BETWEEN ACADEMY, PUPIL & PARENT/CARER

Pupil Name:..... DoB.....

Academy .....

Clear objectives of partial timetable:

- 
- 
- 

Start Date of Partial timetable	
End Date of Partial timetable	
Review Date of Partial timetable	

**LEGAL GUIDANCE REGARDING THE USE OF A PARTIAL TIMETABLE**

*“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the academy is trying a partial timetable as an ‘alternative measure’ prior to an exclusion in the context of a pastoral support plan (PSP) or as part of a planned re-integration package. In such cases, academies should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- **have clearly defined objectives**
- **be for a specified and limited period of time;**
- **not, other than in very exceptional cases, be implemented without written parental agreement.**

*Once tried as an ‘alternative measure’ it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the ‘alternative measure’ would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of the LA (Special Educational Needs Group) as well as the parents/carers. Academies need to be mindful that decisions to place pupils on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children’s right to receive efficient full-time education.*

All parties to sign below to evidence they are aware of the legal guidance and responsibilities where a pupil is on a partial timetable. This document and a copy of the timetable should be retained by the academy and a copy of both issued to the parent/carers.

> Pupil name ..... Date.....

Pupil signature .....

> Parent/carer name ..... Date.....

Parent/carer signature .....

> Staff name ..... Date.....

Staff signature .....

Staff title .....

## Appendix 6 – Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

- Staff should hand the confiscated item to the relevant member of support staff (Lead Behaviour Professional, Main Reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.
- Items confiscated by the academy (other than mobile phones) can be collected by parents/carers, except where the academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters.
- The academy's 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.
- The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the academy reserves the right to destroy the item.
- Where alcohol has been confiscated the academy will retain or dispose of it. This means that the academy can dispose of alcohol as they think appropriate (or return it to a parent/carer, but under no circumstances should this be returned to the pupil).
- Where the academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where the academy finds other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (e.g. it is extreme or child pornography), in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the academy carries out its own investigation.

### **1) Mobile phone use and confiscation**

Our approach to electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during the academy day (including lunch and break).

Pupils will be fully focused on their learning, and enjoying the varied experiences the academy offers. We recognise the use of these devices when a student is travelling to and from the academy, but if a pupil chooses to bring a device into the academy it is their responsibility and at their own risk. Parents/carers and pupils should be aware of the following:

- If a pupil is seen using any device during the academy day it will be confiscated immediately.
- The first time it is confiscated a pupil will be permitted to collect it at the end of the academy day from Reception.
- In cases of subsequent instances, parents will be informed and be required to pick up the device from Reception at their convenience. Reception is staffed from 8.00am until 4.30pm.

Using a mobile device inside the academy is a behaviour issue and, as well as the device being confiscated, a Behaviour Point will be given.