



LORD LAWSON OF BEAMISH ACADEMY

BEHAVIOUR POLICY

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BEHAVIOUR POLICY (Managing Learning through the respect ethos)

The aims of this policy are in line with our ethos and values:

- Lord Lawson of Beamish is an academy based on the principle that all people are entitled to educational opportunities in their own community at any time of life.
- We aim to promote an Academy environment which will foster the intellectual, aesthetic, moral, spiritual, cultural, physical and social development of all our students and where students will enjoy their learning.
- We believe that equality of opportunity is an entitlement necessary for our Academy community to flourish and that students and staff should be treated as individuals with particular needs and aspirations.
- We aim to develop positive relationships between students and staff.
- We seek to achieve an atmosphere of mutual respect where working together and consideration for others are paramount and where all students have structured opportunities to participate in Academy life.
- We aim to develop effective collaborative practice with other Academies, with colleges, training providers and other agencies.
- We believe that extra-curricular activities are an essential part of Academy life and that all students should be encouraged to participate.
- The Academy strives to produce excellence in all it does.

Central to the policy is the main aim of our equal opportunities policy which reads as follows:

Lord Lawson of Beamish Academy is committed to equal opportunities and aims to be an Academy where everyone:

- Is respected and respects others
- Takes part in the life of the Academy
- Achieves to their potential
- Develops skills essential to leading a successful life
- Exercises choice

We believe that no-one should receive less favourable treatment on the grounds of:



Race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, marital status, gender, gender identity, sexual orientation, nationality or trade union membership.

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur.

In addition, within the whole Academy community the following occurs:

- Good behaviour is recognised via our praise system.
- Sanctions are always applied consistently for unacceptable behaviour including bullying and violence.
- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students.
- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse or through divorce, separation of parents are identified and supported.
- All Academy staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills including via the curriculum and in Academy life generally.



SECTION 1

A consistent approach to Behaviour Management, Teaching and Learning

Behaviour is managed via the positive behaviour management system and the consistent application of consequences and where necessary our Staged report process (See Appendix 1)

We aim to identify students who are persistent offenders or are beginning to be noted due to low level disruption. Where this occurs we:

- Ensure staff follow through issues with students indicating what must be done to improve.
- Ensure that staff discuss with parents/carers the Academy's concerns and agree a common way of working to help students make improvements to their behaviour.
- Establish the best way of communicating with parents/carers (phone, e-mail, meetings, written or combinations of these) and provide regular feedback on progress being made.

We believe consistent experience of good teaching engages students in their learning and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the Academy's expectations and allow staff to be mutually supportive.

As an Academy we will:

- Assess staff needs and build into internal staff professional development programmes, specific opportunities to discuss and learn about behaviour e.g. Induction, whole staff CPD and departmental development time.
- Identify those students who have learning and behavioural difficulties or are experiencing crises and agree common ways of managing and meeting their needs.
- Ensure senior colleagues are highly visible at particular times of day to maintain a sense of calm and order.
- Ensure senior managers regularly walk the Academy building, going into classrooms and monitoring the consistent application of the Academy's policy and use of rewards and sanctions.



It is vital this occurs as consistent application is vital if the policy is to be valued.

SECTION 2

Academy Leadership

Effective Academy leadership is central when creating a climate of security and good order that supports students in managing their behaviour. The policy needs to be understood and applied consistently by all staff. The leadership team and governors have a central role in identifying and developing values and expectations that are shared by students, parents, carers and staff. They have a responsibility to 'lead from the front', however, leadership to support positive behaviour must be shared across the whole staff – including senior and subject leaders, pastoral staff, classroom teachers and support staff. This will become very apparent in developing the ethos for the Academy.

Parents/carers have a responsibility to support the high expectations of the Academy and the governors play a pivotal role in monitoring and supporting the policies adopted.

As an Academy we will:

- In partnership with parents/carers, set high expectations for students and staff in all aspects of the Academy's life and show how they are to be met. For example:
 - In the application of the consequence system
 - By guidance on how to improve their work
 - Reporting to parents/carers at regular intervals on academic progress and
 - Attitude to Learning (A2L)
 - Identify issues early and communicating with parents/carers as appropriate
 - A2L reported at each data drop
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day



- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the Academy behaviour policy

SECTION 3

Classroom Management, Teaching and Learning

We aim to ensure a broad and balanced curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations. This may include the use of an alternative curriculum provision.

As an Academy we will:

- Ensure all staff follow this Behaviour Policy and the Consequence System (monitored by pastoral staff, subject leaders and senior staff)
- Plan lessons well, using strategies appropriate to the ability of the students. Differentiation, in particular, is crucial in supporting and promoting good behaviour.
- Know students well and establish positive working relationships.
- Use commonly agreed classroom management and behaviour strategies e.g. seating plans.
- Senior staff will take every opportunity to visit classrooms as part of our programme of “Standards Walks” to support staff and students.
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class.
- Use Assessment for Learning (A4L) techniques e.g. peer and self-assessment, to increase students involvement in their learning and so promote good behaviour
- Use data collected via class charts on students’ behaviour and use it to target support.
- Ensure all staff understand and follow the positive behaviour management consequence system



- Recognise that students are knowledgeable about their Academy experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive their feedback about their progress/learning needs e.g. via opportunities in 1:1 learning reviews, student voice questionnaires etc.
- Ensure all students understand and follow the expectations laid out in the positive behaviour management consequence system
- Give opportunities for house councils and the whole academy Council to discuss and make recommendations about behaviour including relevant policies and effectiveness of rewards and sanctions.
- Plan homework carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected from them.

SECTION 4

Praise and Sanctions

Our aim is to provide a range of opportunities in which students can excel and be praised and a practical set of sanctions that deal appropriately with poor behaviour. (See appendix 2 and appendix 3)

We will use a range of appropriate sanctions and ensure they are applied fairly and consistently by all staff.

It is important that our system identifies matters that should be dealt with by classroom teachers and those which require referral to a more senior member of staff.

We firmly believe that praise should be used to motivate and encourage students. At the same time, however, students must be aware of sanctions that will be applied for poor behaviour.

As an Academy we will:

- Have a wide range of appropriate praise and sanctions and ensure they are applied fairly and consistently by all staff;
- Ensure our systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff.



In Academies with good standards of behaviour, there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage students. At the same time, students are aware of sanctions that will be applied for poor behaviour.

SECTION 5

Behaviour strategies and the teaching of good behaviour

The Academy's policies on behaviour, learning and teaching will create an ordered Academy climate that is supported by clear rewards and sanctions. It is critical that these policies are communicated to all staff (particularly part time, new and supply staff) and of course, students and their parents.

As an Academy we will:

- Ensure all staff understand and use consistently, the behaviour management strategies agreed by the governing body and Academy community.
- Identify opportunities to explicitly praise and recognise effective learning behaviours.
- Ensure effective policy and practice is based on accurate information.
- Ensure all staff joining the Academy (including supply teachers) are given clear guidance and use the Academy's systems and expectations for behaviour.
- Use appropriate materials to develop students' emotional, social and behavioural skills. This could include:
 - Arranging additional small group support for students who need it through our student support department in the Academy



SECTION 6

Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive to both victim and perpetrator
- Rooted in Education to prevent further re-occurrences
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Detention
- A period of time in the inclusion base
- A fixed term exclusion
- A permanent exclusion
- Meeting with parents

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate.
- Evaluating the incident to determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for further information.



SECTION 7

Continuing Professional Development

All staff in the Academy will be provided with the skills to understand and manage student behaviour effectively. This is vitally important for all staff. Training and coaching are both vital elements of a high-quality professional development programme. These must be made available for staff taking up a new post via our induction programme and ongoing via our CPD model.

As an Academy we will:

- o Provide regular and personalised opportunities for all staff to share and develop their skills in promoting positive behaviour
- o Ensure that all staff joining the academy receive induction training. This need applies equally to newly qualified teachers, senior leaders and experienced teachers from other schools and academies whose needs are often neglected.
- o Develop the specialist skills of staff who have particular leadership responsibilities for improving behaviour

SECTION 8

Student support systems

We believe it is important for Academies to have effective pastoral support systems. We recognise that in the Academy this is the responsibility of the Principal and all members of the Senior Leadership team. Lord Lawson of Beamish Academy uses a wide reaching pastoral team, this includes Assistant Principal (behaviour), Assistant Principal (safeguarding and pastoral), Year Leaders, Deputy Year Leaders and a team of house based tutors, Supported Learning Department (including inclusion centre support) and Education and Welfare Officer.

As an Academy we will:

- o Recognise that a good pastoral system involves teachers and support staff.
- o Ensure that staff allocated with pastoral responsibilities:



- o Have appropriate time to carry out their tasks
- o Are appropriately trained
- o Have adequate administration support
- o Have access to specialist support. These might include appropriate services such as educational psychologists, Education Welfare Officers, Child and Adolescent Mental Health Services, and Speech and Language Specialists.
- o Recognise that student support is not just about behaviour. Poor pastoral support just focuses on 'naughty students'. Good pastoral support is concerned with academic attainment, developing students' ability to become good citizens
- o Ensure that pastoral staff understand and are responsive to the needs of particular groups within the Academy and wider community; and
- o Regularly make clear to students, parents, carers and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated. This will be emphasised through our anti bullying policy.

SECTION 9

Liaison with parents/carers and other agencies

In managing student behaviour, the Academy needs the support of parents and carers. Opportunities to meet with parents and carers within the Academy are encouraged via parent evenings and pastoral/behaviour review meetings. Communication via e-mail is open and encouraged. All parents/carers have their son/daughter's teacher e-mail address to facilitate communication. Parents/carers can also access up-to-date information about their son/daughter by logging onto our Bromcom module 'My Child at School' (MCAS) and by accessing Class Charts. All parents/carers are issued with login details.

As an Academy we will:

- o Ensure that reception and other support staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations
- o Have clear and well understood procedures in place, for dealing with distressed and angry parents



- o Ensure parents and carers hear from the Academy when their children are doing well
- o Take advantage of technology such as e-mails and mobile phones to improve communications with parents and carers. This should not replace personal contact.

As practitioners we regard it as vital that the Academy maintains the trust and confidence of parents/carers who are our partners in educating children. We accept that good liaison takes time, is demanding and requires resources.

Parents/carers need to be aware, when dealing with the Academy, that it is helpful if they, like the staff, try to model appropriate behaviour for their children to see.

Academies by themselves cannot resolve all the issues that some children present whilst attending the Academy. However, with strong links and liaison with other agencies most issues can be resolved. However, despite the frustrations that can occur, we believe that working with other agencies is important. We know through working together to manage behaviour, resources are enhanced so that students, parents and communities' benefit.

SECTION 10

Managing student transition

Changing academies or schools is never easy. At Lord Lawson of Beamish Academy, we recognise this and aim to smooth transition. Lord Lawson of Beamish Academy employs a dedicated Year 7 Leader whose responsibility covers all transition arrangements. They will coordinate all activities to support transition such as Year 5 and Year 6 parents' evenings, and day long transition events before entry to Lord Lawson of Beamish Academy. The dedicated transition teacher will also be involved in the organisation of the now well-established summer school for year 6 students.

As an Academy we will:

- o Ensure that teachers receiving new students are given appropriate information to help the teacher plan work and manage the transition
- o Develop buddy systems, using students to support each other on arrival



- Ensure a suitable timetable is drawn up for the students

Changes of class, moving to new teachers and new academies or schools causes students and parents anxiety. As professionals we recognise that if we get this wrong it can adversely affect students' motivation, attitude, attainment and behaviour. Working constructively with parents and others can significantly reduce this stress. All students joining the Academy will be given a one to one interview with the relevant pastoral staff.

SECTION 11

Organisation and Facilities

Our ethos is central to what we do in the Academy. It is therefore essential that our ethos is embedded into our curriculum and our pastoral system via our behaviour policy and our positive behaviour management system.

We also work hard to ensure that the facilities and learning spaces are of a high quality.

As an Academy we will:

- Recognise that good behaviour and learning are improved when students enjoy appropriate learning spaces
- Ensure that toilets are clean throughout the day, have soap, paper towels or hand dryers, and are accessible
- Ensure that social areas in the Academy are identified and seating provided to encourage students to interact
- Create welcoming and comfortable areas where parents/carers can be received;
- Ensure that the site is adequately supervised through staff presence before, during and after school. This supplemented by suitable CCTV.
- Not permit smoking on or around the school site. Any breaches of this rule are addressed through the relevant Year Team.



SECTION 12

Student behaviour outside the Academy gate

Lord Lawson of Beamish Academy has a statutory power to discipline students for misbehaving outside the Academy premises. We may discipline a student for:

- Any misbehaviour when the child is:
 - Taking part in any academy-organised or academy-related activity or
 - Travelling to or from the Academy or
 - Wearing Academy uniform or
 - In some other way identifiable as a student at the Academy
- We will also respond to misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the Academy or
 - Poses a threat to another student or member of the public or
 - Could adversely affect the reputation of the Academy

This would include the misuse of any social media that is drawn to the attention of the Academy. Consideration will also be given to allegations made that involve sexual violence and/or sexual harassment involving a student(s)

Discipline will always be carried out in accordance with the sanctions laid out in this policy.

On occasions the Academy may deem another agency more appropriate to deal with the incident or issue e.g. the Police, Social Services.



SECTION 13

The use of Detention

Detention is used as our key consequence within our consequence system. Where a member of staff issues a detention, this is for good reason. We therefore expect that all students attend detentions without issue and that parents/carers support this by ensuring their children carry out this sanction.

Detentions have two main purposes

1. To act as a sanction or punishment that would serve as a deterrent for a student for continuing such behaviour.
2. To give an opportunity for a teacher to discuss behavioural issues with a student, restore relationships and reinforce expectations for the future.

Detentions can be given during the Academy day e.g. breaktime or lunchtimes, or outside of the Academy day e.g. after Academy from 3.15pm onwards.

We are not required to give 24 hours notice for a detention but would always endeavour to do so where a detention will take place after school. We will inform parents/carers by text message where the detention is to be held outside of Academy hours. The academy also encourages parents/carers to use the Class Charts parental app which will notify parents/carers of any detentions that have been set. The Academy will take consideration when deciding the timing of the detention and will:

- Consider whether suitable travel arrangements can be made by the parent/carer for the student if the detention is to be held outside of Academy hours (an arrangement of this type would only be on a one off basis, the academy cannot agree to a long term arrangement of this sort).
- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime or breaktime detentions are used.

A flow chart for the use of staff in deciding how to proceed with a detention in the case of non-completion or non-attendance can be seen in the appendix to this policy



SECTION 14

Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They may be searched on Academy premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g. on a Academy trip.

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher shall apply an appropriate sanction in line with the stages already described.

If the student refuses to be searched, a senior member of staff can still carry out a search in line with the following DfE guidelines:

1. The item is a prohibited item. Examples of prohibited items include knives or weapons, alcohol, illegal drugs, tobacco/cigarette papers and stolen items. Prohibited items will also include 'any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)'
2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious
3. The search should be carried out by a person of the same gender identity where possible and in the presence of the student and with another member of staff (preferably of the same gender identity where possible)
4. The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. Jumpers/sweatshirts would also be included where the student had a t-shirt or shirt beneath it
5. The person conducting the search may search any of the student's possessions, this includes any goods over which the student has or appears to have control e.g. lockers and bags

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully and in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below.



After the search the Academy will confiscate the item and dispose of it in the following way:

Academy rules	Procedure after confiscation
Mobile phones are permitted as long as they do not interfere with student learning. They are a useful tool, along with other devices, in helping students learn. Devices will be confiscated if they are hindering the learning of the students.	Held until the end of the day and then returned to the student. The student will be required to collect the mobile device from Reception at the end of the Academy day. If this is a repeat offence, the phone is held by the Academy office until the end of the week or until arrangements are made for the phone to be collected by parents/carers. Refer to separate Mobile Device policy.
Cigarettes/tobacco	Thrown away.
Other electronic devices if used inappropriately. This will include being in the possession of any form of E-cigarette/vape.	Held until the end of the day and then returned to the student. The student will be required to collect the device from Reception at the end of the Academy day (unless it is an E-cigarette/vape where parents/carers will need to collect the item). If this is a repeat offence, the device is held by the Academy office until the end of the week or until arrangements are made for the phone to be collected by parents/carers.
Prohibited items	
Knives and other weapons.	Handed over to the Police.
Alcohol.	Poured down a sink or returned to parents/carers.
Controlled drugs.	Handed over to the Police.
Other substances not believed to be controlled drugs.	Handed over to the Police or disposed of.
Stolen Items.	Handed to the Police if of high value Returned to the owner where of small value.



SECTION 15

The use of reasonable force

Lord Lawson of Beamish Academy has a legal duty of care for all our students. Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety, or the safety of others, and the student is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent students:

- From hurting themselves or others
- Causing damage to property or
- Causing disorder within the class or Academy grounds

In our Academy we will use reasonable force to:

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Restrain a student at risk of harming themselves through physical outbursts
- Prevent a student from attacking a member of staff or another student or to stop a fight in the playground

Reasonable adjustments will be made for disabled children or children with SEN.

Where reasonable force has been used in the Academy, parents/carers will be informed when it is considered that there has been a serious incident. When deciding what constitutes a serious incident the Academy will use professional judgement and consider the: student's behaviour and level of risk presented at the time of the incident; degree of force used; effect on the student or member of staff; and the child's age.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the Academy's complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. An exclusion is not an automatic response to a complaint being made.



Appendix 1

Consequences of misbehaviour within lessons

The vast majority of our students are very well behaved and visitors to the Academy regularly comment on this. We aim to keep it this way since misbehaviour in the classroom distracts both teachers and students from their work and interferes with learning. Students need to understand that they are in control of their behaviour and that if they choose to behave in a way which is unacceptable then consequences occur. These consequences become more **serious** if within the lesson misbehavior **re-occurs**. The consequences below are displayed in every classroom and are written for the student.

C1

Verbal reprimand by the teacher.

Accumulation of 10 C1s will result in a 15 minute detention carried out in the House Block

C2

Verbal reprimand by the teacher.

- Students will be issued with a 15 minute detention carried out with the classroom teacher
- Parents/carers informed via class charts and with a text message
- At this point you may also be:
 - Sent outside to cool off
 - Instructed to move to another seat
 - Asked to stay behind to talk to the teacher at a time of their choice
 - Placed on a subject report

C3

If you have chosen to continue to misbehave after all of the above opportunities to help you to rethink your behaviour:

- 30 minute detention carried out with the classroom teacher
- Parents/carers informed via class charts and with a text message



C4

If your inappropriate behaviour continues after a C3 detention has been issued, you will be removed from the classroom to spend the remainder of the day in the inclusion centre; your parents/carers will be contacted and you may be excluded.

- You will certainly be detained in the Academy at the end of that day for a 40 minute detention which will be carried out in the inclusion centre.

A 'cool off' day may be used for students who persistently misbehave whilst in the inclusion centre. Where students undermine the rules and ethos of inclusion, we may direct them to have a 'cool off' day at another school. The purpose of a 'cool off' day is to give the student time away from the normal school environment to consider the impact of their actions whilst still receiving an education at another establishment. This also reduces the need for further fixed term exclusions.

Where a 'cool off' day is implemented, the Academy will provide transportation to and from the alternative premises. The Academy will ensure that the student has adequate work to complete.

FAILURE TO ATTEND DETENTIONS WILL LEAD TO FURTHER SANCTIONS BEING IMPOSED.

REFUSING TO ATTEND A DETENTION WILL LEAD TO A DAY IN THE INCLUSION CENTRE BEING ISSUED

Automatic exclusions will be strongly considered for the following behaviours which are absolutely unacceptable:

- Fighting or violence
- Swearing at a member of staff
- Possession of drugs or alcohol
- Possession of an offensive weapon or replica weapon
- Persistent refusal to follow the reasonable instructions of a member of staff

Exclusions

The Principal, or the Deputy Principal delegated to be in charge of the school in the event of the Principal's absence, may use fixed term or permanent exclusion in response to incidents of a very serious nature or persistent poor behaviour.

Exclusion may only be used as a sanction in response to a disciplinary issue. The objectives of using exclusion as a sanction are as a punishment and/or the protection



of the education or welfare of others where there has been very serious misconduct or persistent poor behaviour.

A decision to exclude a student should only be taken when the 'exclusion threshold' is passed. This is:

- Where there has been a serious misconduct or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

Where it is proposed to impose a fixed term or permanent exclusion the Principal or Deputy Principal, as appropriate, shall have regard to whether the exclusion threshold has been passed in terms of serious or persistent breaches of the school's behaviour policy by determining the level of culpability of the student and harm caused to others.

In the case of permanent exclusion, the Principal or Deputy Principal must reach the reasonable conclusion that allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school and a fixed term exclusion would not adequately meet the objectives of the use of exclusion.

1. Has the 'exclusion threshold' been passed?

A fixed term or permanent exclusion must not be imposed unless the misconduct or persistent nature of poor behaviour is so serious that a lesser sanction cannot be justified.

In determining this matter, the Principal or, where appropriate, the Deputy Principal shall have regard to:-

- the **culpability of the student** and any previous sanctions imposed or support applied for misconduct or poor behaviour; and
- the **level of harm caused** by the misconduct or persistent poor behaviour.

The clear intention of the threshold test is to reserve exclusion as a sanction for the most serious misconduct or persistent poor behaviour in which the student has a high level of culpability and which causes significant harm to others.

In determining the level of culpability of the student the Principal or Deputy Principal must take account of any special educational needs, any disability or personal circumstances (where known) which might reasonably reduce the culpability of the student.



In determining the level of harm caused to others the Principal or Deputy Principal will have regard to the nature of the harm whether it be in the form of disruption to learning or good order, physical harm or harm to the mental health or wellbeing of others and the numbers of people affected. Where appropriate, the subjective views of any affected parties as to the level of harm they experienced should be taken into account.

Exclusion **should not be used as a sanction where there is a low level of culpability and a low level of harm** unless it is justified and appropriate in all the circumstances to do so. Permanent exclusion must not be used where allowing the student to remain in the Academy would not seriously harm the education or welfare of other students in the school.

Exclusion **may be used as a sanction where there is at least a high level of culpability or a high level of harm** where it is justified and appropriate in all of the circumstances to do so. The Principal or Deputy Principal should be especially mindful of any special educational needs, any disability or personal circumstances (where known) where it is determined there may be a high level of culpability but a low level of harm before reaching the conclusion that exclusion is justified and appropriate in all the circumstances.

Exclusion **will most likely be used as a sanction where there is a high level of culpability and a high level of harm** unless it would be unjustified or inappropriate in all the circumstances to do so. The Principal or Deputy Principal should be mindful of any special educational needs, any disability or personal circumstances (where known) where it is determined there may be a high level of culpability before reaching the conclusion that exclusion is justified and appropriate in all the circumstances.

2. Is it unavoidable that a fixed term or permanent exclusion be imposed?

Passing the exclusion threshold does not mean that an exclusion should be deemed inevitable. Exclusion should not be imposed where another sanction could provide sufficient punishment and, in the case of persistent poor behaviour, sufficient restriction on the student's ability to continue to adversely affect the learning experience of others or where further reasonable intervention may be made to support the student to make better choices regarding their behaviour.

In the case of permanent exclusion for persistent poor behaviour the Principal or Deputy Principal must address the question of whether all reasonable resources have been exploited and efforts made to support the student making appropriate choices regarding their behaviour in the Academy environment and there are no other strategies, methods or approaches which the Academy could reasonably take which might lead to an improvement in behaviour.



Permanent exclusion must not be imposed where allowing the student to remain in the Academy would not seriously harm the education or welfare of other students in the school.

What the Academy will do where a student is excluded

If a child is excluded from Academy, the Academy will:

- Inform the parent/carer immediately, in writing, of the reason for the exclusion;
- Set work for the first 5 days of any exclusion;
- Provide alternative provision from Day 6 of any fixed term exclusion; the Local Authority (LA) will provide this in the case of a permanent exclusion;
- Arrange a readmission meeting, at which the reasons for the exclusion will be further discussed;
- Where appropriate, arrange for a Governors' Disciplinary Committee to consider the exclusion.

A student will normally be placed in isolation during investigations leading to possible exclusion and for the remainder of the day on which a decision to exclude has been made, unless they are collected by a parent/carer. Students may also be placed in the inclusion centre on their return from exclusion.

Where there is the possibility of a permanent exclusion, the Principal will hold a pre-exclusion meeting with the student and parents/carers, to support the decision making process. This meeting helps the school understand clearly all of the key factors in the events that have led up to the consideration of an exclusion. It allows all parties to share any information or mitigating factors that may be relevant in coming to a reasonable decision. These meetings will be minuted and copies of the minutes will be shared with all parties for accuracy and transparency.

In the event of a permanent exclusion, the school has up to 15 normal school days to convene a Governors Disciplinary Committee, from the date that both parents and governors are informed of the decision to permanently exclude a student. Once the Governors Disciplinary Committee has decided on the outcome of the permanent exclusion, either upholding or overturning the school decision, a parent has 15 normal school days to appeal the decision. N.B. Time scales may be adjusted by the Local Authority/DfE to consider external factors e.g. COVID.

What parents/carers must do where a student is excluded

Parents/carers have a legal responsibility to supervise students during the first 5 days of any fixed term or permanent exclusion. This means that they must ensure their child is not in public during school hours. Parents/carers can be subject to fixed penalties if a child is seen out and unsupervised during that time.



What may be considered by the Academy as ‘serious misconduct’?

This list is by no means exhaustive but is designed to indicate to students the kinds of behaviour which are likely to be considered as serious misconduct. In any given incident the full circumstances will be taken into account and just because a type of conduct is not listed here does not mean that it will not be considered serious misconduct in all circumstances.

- Swearing intentionally at a member of staff;
- Stealing or deliberately damaging, destroying or disposing of property belonging to the Academy or a member of the Academy community;
- Refusing to conform to reasonable requests by a member of staff, especially where the safety or learning of others is jeopardized as a result;
- Making a malicious allegation, grievance or complaint against a member of staff;
- Making an unprovoked physical assault on another person;
- Bullying, directly or indirectly, of another student;
- Being in possession, supplying or using drugs, or those substances referred to as “legal highs”, during the school day, an Academy-led activity off-site or at any time or place where the student is identifiable as a student of the Academy;
- Bringing an offensive weapon to school;
- Being in possession of pornographic material or involved in inappropriate sexualised behaviour;
- Using social networking media or the internet generally in such a way as to bully, intimidate, threaten, blackmail, harass, insult, humiliate, distress or defame other members of the Academy community;
- Selling counterfeit or stolen goods on school premises;
- Engaging in unlawful activity;
- Making or using audio or visual recordings of members of the Academy community in a way which could be construed as harassment, bullying or an invasion of their privacy;
- Taking up an inordinate amount of staff time as a result of having to deal with misbehaviour;

Where considered necessary in all the circumstances the Academy may involve the police in addition to responding to misconduct in accordance with this policy.



Appendix 2

Praise and Consequences

A positive behaviour reward system

P = Praise

Trust
Respect
Courage
Ambition

P1	<ul style="list-style-type: none"> Behaviour Class work Enthusiasm 	<ul style="list-style-type: none"> Effort Resilience Equipment 	<ul style="list-style-type: none"> Uniform PE kit Homework
<p>A P1 is a reward that teachers give to students to reinforce positive behaviour and expectations in class. These behaviours are expectations that we have of students and it is important to recognise that students are complying and following these expectations. This type of award will be issued to students as part of a routine each lesson.</p>			
P2	<ul style="list-style-type: none"> Challenging yourself Showing initiative 	<ul style="list-style-type: none"> Assisting students or staff Good progress 	<ul style="list-style-type: none"> Impressive homework Acting on feedback
<p>A P2 can be issued to a student where they go beyond our expectations. For example, a piece of homework that surpasses what our basic expectations are should be awarded a P2. Making significant progress with work, acting on feedback in a proactive and detailed manner or assisting staff or other students is worthy of recognition that goes beyond P1 and should be recognised accordingly.</p>			
P3	<ul style="list-style-type: none"> Consistent positive attitude Consistent positive effort 	<ul style="list-style-type: none"> Representing school Work in the community 	<ul style="list-style-type: none"> Attendance at revision session
<p>A P3 will be used by staff to recognise an achievement that is sustained over a period of time or an effort that is more significant than would be expected in a normal classroom environment, such as attending a revision session in a student's own time, representing the school at an event, or for work in the wider community.</p>			
P4	<ul style="list-style-type: none"> Mentoring students (literacy/numeracy) Fundraising 	<ul style="list-style-type: none"> Exceptional report Exceptional success 	
<p>A P4 is a praise award for students who have sustained a positive activity over a period of time. Activities such as mentoring other students would be a good example of this. Many students raise funds or work tirelessly for the school council and this would be one way of recognising this significant effort.</p>			
P5	<ul style="list-style-type: none"> Principal's Award recommendation 		
<p>A P5 praise award would be issued to students where a member of staff wants to identify an outstanding achievement that should be recognised with consideration for a Principal's Award. These achievements may lead to further awards during awards evenings.</p>			

“ Together we grow, learn and succeed ”



APPENDIX 3

Praise and Consequences

A positive behaviour reward system

C = Consequences

Trust
Respect
Courage
Ambition

C1

C1 – Low level behaviour consequence. This will have been dealt with in class by the teacher and not escalated by the student. No immediate sanction for this but an accumulation of 10 C1 entries would lead to a detention with the house block for 15 minutes. This would be repeated for each set of 10 C1 entries (a text would be sent the day before the detention by office staff).

C1 - Out of seat

C1 - Late for lesson

C1 - Shouting out

C1 - Off task

C1 - Talking

C1 - Not Meeting Homework Deadline

C2

C2 – Repeat of low-level behaviour in the classroom after a C1 had been issued. This would result in a 15 minute detention with the member of staff either at break (same day), lunch (same day) or after school (the following day).

C2 - Repeat Behaviour

C2 - Rudeness

C2 - Late to school

C2 - Arguing

C2 - Not Meeting Homework Deadline

C3

C3 – More serious incident such as persistent disruption, use of abusive or foul language, refusal to cooperate with previous consequences etc. 30 minute detention the following night with the classroom teacher.

C3 - Persistent Disruption

C3 - Offensive Language

C4

C4 – Most serious classroom based incidents. Removal from classroom for the remainder of the day and 40 minute detention after school on the same evening. This detention would be carried out in the inclusion centre, supported by the house block.

C1

C2

C3

Offensive Language

Inclusion Centre

House Block

“ Together we grow, learn and succeed ”