

Stationers' Crown Woods Academy

Behaviour Policy

January 2018

Behaviour and conduct is the responsibility of all members of our Academy

Policy Statement

Exemplary behaviour is at the heart of productive learning. We expect everyone to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides adults to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the Policy

- To work **collaboratively** with students, parents and staff to create a culture of exceptionally good behaviour for learning.
- To work **inclusively** so that everyone is treated fairly, shown respect and to promote good relationships.
- To help students **persevere** with self-discipline, take control over their behaviour and be responsible for the consequences
- To build a **family** which values kindness, care, good humour, positive manner and empathy for others
- To ensure that excellent behaviour and **respect** is a minimum expectation for all

Expectations

1. Students

All students are expected to:

- Arrive at SCWA in **correct uniform** and be in tutor rooms at 8.10am
- Conduct themselves around the Academy in a **safe, sensible**, manner and show regard to others
- **Arrive** on time to lessons and immediately settle to the **Do Now task** in silence
- Bring **equipment** and **planners** appropriate for the lesson
- **Follow reasonable instructions** given by the teacher
- Behave in a **reasonable and polite** manner to all staff and pupils
- **Show respect** for the opinions and beliefs of others
- **Complete all class work** in the manner required

- Hand in **homework** at the time requested
- Show respect for the working environment
- Respect the school values
- Move around the site calmly and sensibly

2. All Adults

- **Supervise** students in the buildings from 8am
- **Arrive** on time to their lessons
- **Meet, greet and seat** at the door and have a **Do Now task** for students. **Registers** will be completed in the first 10 minutes of the lesson.
- **Refer to and recognise the core values** in behaviours and attitudes
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Be **calm** and give 'take up time' when going through the steps. Prevent before consequences are needed
- **Follow up** every time, retain ownership and engage in reflective dialogue with students
- **Never ignore** or walk past learners who are not behaving in a way that embodies the core values
- **Attend Academy duties** on time and engage positively with students. For known absences, adults should arrange for their duty to be covered by a colleague.

3. Subject Leaders

Subject Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Subject Leaders will:

- **Meet and greet** students at the beginning of the day
- **Be a visible presence** in subject lessons to encourage appropriate conduct
- **Support staff** in returning students to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly **celebrate** staff and students whose efforts go above expectations
- **Encourage** the use of stickers, praise cards and positive phone calls home

4. Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Senior Leaders will:

- **Meet and greet** students at the beginning of the day
- **Be a visible presence** around the site and at changeover/social times

- **Celebrate staff, leaders and students** whose effort goes above and beyond expectations
- Regularly **share** good practice
- **Support** middle leaders in managing students with more complex or entrenched negative behaviours
- **Use behaviour data** to target and assess academy wide behaviour policies and practice
- **Regularly review provision** for students who fall beyond the range of written policies
- **Be a daily visible presence** around the site

5. Students

All students are expected to:

- Arrive at SCWA in **correct uniform** and be in tutor rooms at 8.10am
- Conduct themselves around the Academy in a **safe, sensible,** manner and show regard to others
- **Arrive** on time to lessons
- Bring **equipment** and **planners** appropriate for the lesson
- **Follow reasonable instructions** given by the teacher
- Behave in a **reasonable and polite** manner to all staff and pupils
- **Show respect** for the opinions and beliefs of others
- **Complete all class work** in the manner required
- Hand in **homework** at the time requested
- Show respect for the working environment
- Respect the school values
- Move around the site calmly and sensibly with pace and purpose and keeping to the left on the stairs

6. All parents/carers

All parents/carers have a responsibility to work in partnership with the Academy to ensure that their child can participate fully in learning and participate positively in the school community.

Parents/carers are expected to:

- work in **partnership** with staff to ensure good behaviour and support the Academy's expectations
- **inform staff** of any concerns
- **respond to concerns** raised by members of staff
- ensure pupils come to school **on time, in uniform, correctly equipped and prepared to work**

RECOGNITION AND REWARDS

“It’s not what you give but the way you give it that counts”

High quality behaviour for learning is underpinned by relationships, effective planning for all and positive recognition. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

We recognise and rewards students who go over and above our standards. Although there are tiered awards, adults understand that a quiet word of personal praise can be as effective as larger, more public rewards in building strong relationships and celebrating success.

Tier 1– All adults

These are ways for all adults to recognise and celebrate the achievements and conduct of our students.

- Verbal Praise
- Note in planner
- Commendation
- Praise sticker
- Star of the week
- Postcard given to student or sent home
- Email to form tutor or subject/senior leader for further recognition
- Send student to senior leader with work to be displayed in the Book of Scholars
- Subject postcard for recognition of excellent work or display of the core values
- Phone calls, letters or emails home
- Award positive behaviour points on SIMs
- Email school admin to request letter to be sent using the appropriate letter code
- Nominate them for an award from the HoS, ELT or the Executive Principal

Tier 2 – Subject Leaders

Teachers of subjects can refer exceptional students to their Subject Leader for further recognition:

- See the student to congratulate them in person
- Award them a Subject Leader postcard to take home
- Award positive behaviour points on SIMs
- Phone/email or write home to parents/carers
- Nominate them for an award from the HoS, ELT or the Executive Principal

Tier 3 – Senior Leaders

All adults can refer students to home school senior leaders for further recognition:

- See the student to congratulate them in person
- Award them a Senior Leader postcard to take home
- Award positive behaviour points on SIMs

- Phone/email or write home to parents/carers
- Give them a HoS award
- Nominate them for an award from ELT or the Executive Principal
- Place work in the Book of Scholars

Commendations

Commendations are given when students show excellent academic achievement or display behaviours in line with the Academy values. These are logged on SIMs, collated in a booklet by the student and prizes are awarded for meeting key amounts.

Phone Calls

All adults are encouraged to make positive phone calls home. Administrative staff in small schools can support staff in making these.

Emails to Parents/Carers

Email details of parents are on SIMs and all adults are encouraged to use this to recognise student achievement and success.

Letters Home

Letters can be sent home and there are several standard letters which can be sent by admin by sending an email to the school support officer/receptionist with the appropriate letter coding. These can be found on the shared area under SCWA Behaviour.

SIMs Behaviour Points

Adults should log positive behaviours on students' SIMs profiles. These points are monitored by the small school and students are awarded School Pin Badges to recognise outstanding commitment and contribution to the Academy values.

There are 4 badges that can be awarded:

1. Home School Colour Pin Badge
2. Bronze Pin Badge
3. Silver Pin Badge
4. Gold Pin Badge

These badges will be linked to the number of points an individual receives and are offset by any negative behaviour points. They are awarded in the termly achievement assemblies.

Star of the Week

Each building has laminated stars at the front of the school for staff to nominate their 'star of the week'. These are accompanied by a congratulatory postcard which is sent home to the student by the member of staff nominating them.

Postcards

All staff have postcards which they can award when they observe students exhibiting any of the core values of respect, collaboration, inclusion, perseverance or family. They can also be stapled into books when marking. There are also Subject Leader and Senior Leader Postcards which can be awarded.

Emails to Leaders

When a member of staff emails a subject or senior leader, the leader will see the student or acknowledge the achievement with a letter or an email home.

Book of Scholars

The home schools have a book displayed in the foyer where outstanding student work is displayed. Any adult can send a student to a senior leader to have their work copied and put in the book. Senior leaders will ask the student about the work and spend time looking at their books with them. Students will also receive a letter home.

Head of School Award

This is awarded weekly by the Heads of School. They will see the student in a lesson where possible and give them a certificate. Any member of staff can nominate by sending their HOS an email detailing why they are deserving of the award.

Academy Award

This is awarded weekly by ELT. They will see the student in a lesson where possible and give them a certificate and their photograph will be taken and publicised through our Academy website. Any member of staff can nominate by sending their HOS an email detailing why they are deserving of the award.

Executive Principal Award

This is awarded monthly. The Executive Principal will call the student to the office to give them the certificate, be photographed and this will be publicised on the Academy website/newsletters.

Achievement Assemblies

Prizes are awarded termly to pupils for the following:

- outstanding effort and achievement
- commitment to the Academy values

- excellent attendance and punctuality
- success in examinations
- sporting endeavours

Other Awards

On occasion, 'one off' rewards will be awarded. These might take the form of rewards from Cuccina, film afternoons or trips and visits, for example.

SUPPORT AND INTERVENTION STRUCTURES FOR PUPILS CAUSING CONCERN

SCWA recognises that, even when encouraged to make positive choices, occasionally students will make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours and to re-engage students with learning.

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the School Support Officers and in all cases parental involvement is essential. These structures are designed to work alongside the consequences system to ensure that students are supported in changing and developing their behaviour.

Parent/Carer Meeting

If a student is presenting concerns, any member of staff can request a parental meeting to discuss the concerns and agree strategies to support the student in making more positive choices. Meetings can take place at a number of levels either with the adult concerned or involving Subject Leaders, School Support Officers or Senior Leaders.

School Support Officers

Each home school has 2 School Support Officers who are non-teaching staff. They are able to liaise with parents and students, have regular 'check-ins' with vulnerable or struggling students, refer for additional support if necessary, mentor students or support in class in some circumstances. If there are concerns with a student, these concerns should always be reported to the Support Officer who will meet regularly with the senior leaders to discuss students. School Support Officers are also trained in restorative justice.

Time Out Cards

Senior Leaders can issue time out cards to students. These are time limited (half termly) but may be reissued if necessary. Time out cards support students in making better choices by allowing them to go to an allocated space for a set period of time before returning to the lesson. Time out cards will be signed by the senior leader and have the necessary information on the card for staff to refer to.

School Nurse

The school nurse runs health drop-ins in each of the small schools during lunches. In addition, students can arrange an appointment by contacting reception in the Crown Building. Staff can also seek advice from the school nurse if they are concerned about a student.

Learning Support

In addition to providing support for students with an EHCP, learning support offers additional help for students with English as an additional language, reading support, SALT and numeracy support.

Staff that are concerned about a student's ability to access the curriculum should discuss their concerns with the student's home school.

Differentiated Tasks/Resources

Students may require differentiated resources or tasks to access the curriculum or learning in a subject or lesson.

Academic Intervention Sessions

At times it may be necessary for students to attend additional lessons outside of the allocated curriculum hours. Parents will be contacted to inform them of this intervention and the details.

Looked After Children

SCWA has an allocated member of staff to support and monitor the provision of our looked after children.

FAP

On rare occasions, a referral may be made to the Fair Access Panel to discuss a student's needs where they are unable to engage with learning for complex behaviour or social needs. This will be done by a senior leader after discussion with a member of ELT.

Behaviour Contract

Behaviour contracts are used to support students in keeping appropriate boundaries. They will be completed by the home school with the student and parents/carers.

SSPO

SCWA has a Safer Schools Police Officer attached to them who can work with the school to ensure the safety of all members of the Academy. Parents and students can also request to speak to them to seek advice on issues.

Mentoring Schemes

A team of mentors works within the school to support and encourage pupils who are not achieving their potential. This can be done within the small school, by a referral to the Learning mentors in Learning Support, through the Stationers Mentoring Scheme or peer mentoring as appropriate. This could be individual support or group support.

Counselling

SCWA has 2 part time counsellors who meet weekly with students. Referrals are made through the School Support Officers and are prioritised by need. This might include bereavement support or support with mental health.

Acceptable Behaviour Contract

The objective of the ABC is to support a student to be able to conform with our academy expectations and values with the aim of avoiding the need to issue any serious sanctions throughout the time period of the ABC. It is time limited and has specific targets and actions. Parents are involved in the meetings and reviews. ABCs are carried out by senior leaders in the home schools. These are used to support students who are struggling despite a number of other interventions and are at risk of exclusion.

Referral to Other Agencies

The school will refer as necessary to other agencies. This may be social services, Educational Psychologist, CAMHS, YIP or local support agencies if appropriate.

Placement in Pastoral Support Unit

Placement in the school's on-site unit is available for pupils for whom all other forms of support have been unsuccessful. These are usually on a part time basis although there are some circumstances which may require short term full-time provision.

Alternative Provision

On very rare occasions, it may be appropriate to place a student in an alternative provision. This is a last resort and requires the authorisation of the Executive Principal.

New Students – In-Year Admissions

SCWA recognises that transferring to a new school can be difficult. All in-year admissions are interviewed by the home school and are monitored by the School Support Officer for a minimum of 12 weeks post admission. Parents are given regular updates and the student is placed on a report which the Support Officer will see them with daily. Some students who may find the transition more difficult will be placed on a report to a senior leader in the home school.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. **Steps should also be gone through with care and consideration**, taking individual needs into account, for example, age, SEN, disability or religious requirements. **Praise the behaviour you want to see**. Do not pander to attention seekers. **All learners must be given 'take up time' in between steps**. It is not possible to leap or accelerate steps for repeated low level disruption.

Students are held responsible for their behaviour.

It is the responsibility of **teachers** to ensure excellent behaviour for learning in their classroom and deal with incidents which occur during the lesson. If the behaviour requires further escalation or support from leaders, teachers will remain part of the process.

It is the responsibility of **Subject Leaders** to support teachers in ensuring excellent behaviour for learning in the classroom. They should discuss student behaviour in their meetings with staff and action as appropriate. Subject leaders can:

- meet with students to discuss their behaviour and expectations
- contact parents by phone, email or letter
- meet with parents
- place on subject report
- issue a subject leader time debt

It is the responsibility of the **Senior Leaders** to monitor pupils' behaviour across the curriculum. They will become involved if a pupil's behaviour is causing concern in a number of subject areas. They may then log all incidents and take appropriate action. They are also responsible for dealing with serious incidents which are likely to result in exclusion. They can:

- meet with parents/guardians
- place student on daily report
- issue a HoS/Academy time debt
- place a student in seclusion
- place a student in the referral room
- issue a Saturday Detention.
- issue a fixed term exclusion
- permanently exclude
- refer to FAP
- refer to Alternative Provision
- involve the SSPO

Leaders are available throughout the day to remove pupils from lessons where there is **serious disruption**. However, these incidents still need to be recorded and followed up by the teacher after the lesson.

CONSEQUENCES

The Academy behaviour system is designed to give students time to reflect on their behaviour and rectify it to make better choices. Staff will always deliver consequences calmly and with care. Outlined below are examples of unacceptable behaviour and consequences which are available. **This is not a tariff, and each case must be dealt with according to its merits.** When a consequence is issued, it cannot be cancelled.

Behaviours	Consequences
<p>Examples of behaviours that disrupt learning are:</p> <ul style="list-style-type: none"> ● Failure to follow instructions ● Rudeness to others ● Chatting ● Calling out ● Unnecessary or inappropriate noises ● Leaving seat without permission ● Slow to settle to learning ● Not working to the best of ability ● Failure to engage with learning task ● Throwing paper/pen ● Eating or drinking (other than water) ● Chewing gum ● Wearing the Academy uniform incorrectly 	<p>Teacher to issue a reminder of expectations and a caution.</p> <ul style="list-style-type: none"> ● The 30 second intervention – <ol style="list-style-type: none"> 1. Gentle approach, personal, non-threatening, side on and eye level if possible 2. Verbal reminder of expectations and make student aware of their behaviour and how it contravenes our values. Be specific. 3. State that they have a choice to do the right thing. Give a clear caution to the student outlining the consequences if they continue and giving suggestions to rectify behaviour. 4. Remind student of their good previous conduct to prove they can make good choices. 5. Walk away from the student giving them take up time. If there are comments as you walk away, write them down to follow up later. <p>Resist endless discussions around behaviour and focus on returning students to their learning.</p> <p>If behaviour does not rectify or there are further concerns, the teacher should offer a second caution by putting their name on the board.</p> <p>At this stage there are a number of other strategies that might be appropriate to try:</p> <ul style="list-style-type: none"> ● Changing seats

	<ul style="list-style-type: none"> ● Asking a student to step outside for a time out (no more than 3 minutes) and the teacher should speak to them to make them aware of their behaviour and reinforce the boundaries before they return. The student is given a final opportunity to re-engage with learning and/or follow instructions ● Phone call home <p>If the behaviour continues to be of concern, the teacher can issue a time debt with them to be completed. This must be written in their planner.</p> <p>If, despite warnings, the behaviour has not been rectified, the teacher can make an on call request. At this stage the on call teacher will make a final attempt to re-engage the student and rectify the behaviour. If this is not possible, the student will be removed. Removing students from learning is a last resort and should be used only after other strategies have been tried unsuccessfully. Following an on call, the appropriate action should be taken by the class teacher.</p> <p>If a student is removed from a lesson, the teacher must hold a reparation meeting before the next lesson to ensure that the student has a fresh start each lesson.</p> <p>Persistent behaviours can be referred to Subject Leaders for further intervention.</p>
<ul style="list-style-type: none"> ● Failure to complete homework ● Lack of correct equipment/planner ● Lateness to lesson ● Truancy ● Coats/outdoor wear (in the building) 	<p>Teachers/tutors should issue a time debt in accordance with the time debt guidance.</p>
<ul style="list-style-type: none"> ● Mobile phone, electronic devices, headphones ● Hoodies/other non-uniform items ● Aerosols 	<p>These items should be confiscated and on call called to take the item to reception for collection by the student at the end of the day. Mobile phones should never be kept overnight as this compromises the safety of the student.</p>

	<p>A confiscation log is kept at reception and repeat offenders are referred to the senior leaders in the home school. Confiscated items should not be given to students at the end of the lesson in any circumstances and on call may be used to deal with students who fail to comply.</p>
<ul style="list-style-type: none"> ● Incorrect Uniform 	<p>All students are expected to be in correct uniform at all times. Each small school holds a small amount of surplus uniform and, where possible, every attempt will be made to either lend a student uniform or ask a parent/carer to bring the correct uniform to school. If this cannot be done, the student will remain in seclusion in the home school for the day. Some students may be allowed to deviate from normal uniform policy, but will be required to have a letter from their medical practitioner outlining the circumstances. This will have to be countersigned by a senior member of staff.</p>
<ul style="list-style-type: none"> ● Out of lessons ● Running or shouting around the site ● Being in an out of bounds area 	<p>Students out of lessons during learning time should be challenged calmly by all adults. If teachers allow a student to leave the lesson with permission, an Academy Permission Slip must be completed. Students without slips will be returned to the lesson and the teacher will follow up as truancy. It is the responsibility of all adults to ensure the good conduct of students as they move around the site and to challenge students and remind them of expectations.</p>
<ul style="list-style-type: none"> ● Leaving the school site without permission 	<p>When students leave the school site without permission, it compromises their health and safety and this should be referred to the home school senior leadership immediately. A phone call to parents must be made and the student is referred to the HOS time debt.</p>
<ul style="list-style-type: none"> ● Abusive language, swearing or rudeness to adults ● Bullying (cyber, emotional, physical, verbal) ● Any form of physical violence including play fighting ● Vandalism, graffiti or damage to school property 	<p>Immediate referral to a senior leader.</p>

<ul style="list-style-type: none"> ● Racist, sexist, homophobic or any other discriminatory language ● Threatening behaviour ● Preventing learning by total defiance of reasonable instructions ● Behaviour that compromises the health and safety of the individual or members of the Academy ● Confiscation of a prohibited item, e.g. <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items ○ Tobacco/smoking related items ○ Fireworks ○ Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property 	
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Time Debts

Time debts should never be used with a whole class. Time debts can be used to hold reparation meeting, complete additional work or redo work until it is at an appropriate standard. Although parental consent is not required, if a student remaining after school would compromise a young person's safety, e.g. if they care for a younger sibling or if there are travel considerations, the time debt should be arranged with the parent/carer in advance or an alternative be considered. This could include a loss of privileges, missing break or community service, for example. Students must always be allowed to use the toilet and eat and drink if they are detained during break.

Teacher Time Debt

Teacher time debts are for no longer than 20 minutes. They can be used to complete or redo work, have a learning discussion, set boundaries and expectations for the next lesson or complete community service jobs. Attendance to time debts is crucial and teachers should take all reasonable steps to ensure the student attends. They may request support from the subject leader or home school to do this. Time debts are most effective when they are sat with the teacher who set it as it allows for the important conversation to take place and for the relationship to be restored.

Subject Leader Time Debt

Subject leader time debts are for 40 minutes and take place once a week. Teachers can refer a student to a Subject Leader time debt when they fail to attend their time debt or for more serious behaviours. In all cases, the teacher must have a discussion with the subject leader to ensure that appropriate steps were taken by the teacher and the consequence is appropriate. Subject leader time debts must take place with the leader of the subject that the incident occurred and wherever possible, the teacher should attend part of the time debt to outline expectations and restore the relationship. The subject leader is responsible for ensuring the student attends their time debt and should see the student to issue it and explain why they have been referred.

HOS Time Debt

HOS time debts are for 1 hour and take place once a week. Senior leaders or Subject Leaders can refer a student to a Subject Leader time debt when they fail to attend their time debt or for more serious behaviours. In all cases, the HOS must have a discussion with the subject leader to ensure that appropriate steps have been taken and the consequence is appropriate. Wherever possible, the teacher of the original incident should attend part of the time debt to outline expectations and restore the relationship. The HOS is responsible for ensuring the student attends their time debt and should see the student to issue it and explain why they have been referred.

Academy Time Debt/Saturday Time Debt

Senior leaders are able to refer a student to a Saturday time debt when the school is in use. The Academy time debt is held each night and staffed by a member of WLT. Students can only be referred by WLT for serious behaviours or for failing to attend the HOS time debt.

On Call

On call is staffed by leaders across the Academy. On call can be used for the following reasons:

1. To remove a confiscated item and place it safely at reception
2. To remind a student of expectations and return them to class with a final warning
3. To remove a student when they can no longer remain in the class because their behaviour is preventing learning despite previous interventions from the teacher.
4. To remove a student when they can no longer remain in class due to a serious incident.

A teacher can request on call by sending an email to the 'on call' group and reception will contact the on call teacher via a radio. When the on call teacher arrives, the conversation regarding the student must take place privately and not in front of the class. The on call teacher and the class teacher will briefly discuss the behaviour leading to the on call, the action taken so far and agree the next step.

Removal of a student from their learning is extremely serious. When removed, the student will be taken to another room to be parked for the remainder of the lesson. The teacher should send work from the lesson with the student.

Following the lesson, it is the class teacher's responsibility to action the behaviour leading to the on call. The teacher should see the student, contact parents and set a time debt and use the time to hold a reparation meeting prior to the next lesson.

A log is kept of all on calls to monitor behaviour and consider whether further interventions or support is necessary. Repeat offenders will receive further consequences.

Reparation Meetings

Reparation meetings are a core part of repairing damage to trust between staff and students. Our reparation meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why? How did the behaviour contravene our values and why is it important?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship

Staff will take responsibility for leading Reparation meetings. Subject leaders will support when requested.

SIMS

Staff are responsible for logging behaviour incidents on SIMs. Any behaviour that results in a consequence of a time debt or more must be logged. Teachers should log incidents in as much detail as possible to enable schools to monitor whether further intervention is necessary.

Report Card/Strip

A report card is available for form tutors, subject leaders or senior leaders to monitor aspects of behaviour and conduct. Targets must be SMART. Parents/carers must be informed if a student is placed on report.

Seclusion in Home School

Senior leaders can refer a student to be secluded for a set period of time in the home school. Students will be supervised by the home school and the senior leader will discuss the behaviour leading to the seclusion, agree strategies and support that might be necessary in future, outline

consequences of not complying with expectations and provide appropriate work for the period. Removal from learning is for no longer than necessary and the time must be spent constructively.

Referral Room

The referral room is supervised by WLT and is used as an internal seclusion from school. It is a very serious consequence. A senior leader can refer a student to the RR. The student is escorted there after wellbeing and is given a desk to sit at. Their mobile phone is handed to the senior leader and they are set work which is checked and stored in their folder. The student has a report strip that they need to pass to complete their day and will also complete a reflection sheet to allow them to consider their behaviours and how they might do things differently. Students are not allowed out of the RR for break and lunch.

ELT Seclusion

On occasion, it may not be appropriate for a student to be referred to the RR or to complete a fixed term exclusion. This particularly applies to our more vulnerable students. In this instance, the student will complete their consequence with a member of ELT.

Fixed Term Exclusion

All decisions to exclude are serious and are only taken as a last resort or where the breach of Academy rules is serious. The Executive Principal (or a member of the SLT deputising for them) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

On the student's return to the Academy following a fixed term exclusion, they must attend a reintegration meeting with their parents/carers and a senior leader to discuss what led to the exclusion, reinforce expectations and boundaries, offer support if appropriate and set targets. The senior leader may place the student on report if appropriate.

Re-admittance Meeting

Following all seclusions, internal exclusions or fixed term exclusions, parents/carers must attend a re-admittance meeting. Students will not be re-admitted to lessons until this meeting has taken place.

Governors Panel

When a student has had more than 15 days exclusion in an academic year, a governors' panel will be held to discuss the behaviours that have led to the exclusions, the expectations of the Academy and

the consequences of not complying. A formal report outlining previous incidents, exclusions and support will be circulated in advance of the meeting to all parties.

Permanent Exclusion

A decision to exclude a student permanently should only be taken where allowing the student to remain in school would seriously harm the education or welfare of the students in the school or in response to serious or persistent breaches of the Academy behaviour policy. The Executive Principal is the only member of staff who can sanction a permanent exclusion.

The Academy follows the DFE guidelines for exclusions (2017).