

# The Aylesbury Vale Academy Trust



## The Aylesbury Vale Academy

Including Berryfields Primary

COLLABORATING *for* EXCELLENCE

# Behaviour Policy

<b>Policy Reference:</b>	AVA.012
<b>Description:</b>	This document provides a framework to explain the Academy's expectations for the behaviour of its students and the rewards and the sanctions which could be applied; it also condemns any form of bullying, harassment and victimisation
<b>Status:</b>	Statutory Policy
<b>Policy Audience:</b>	Staff, Students & Parents/Carers
<b>Academy Contact:</b>	Executive Principal
<b>Other related AVA policies and procedures:</b>	Equality Policy, Child Protection Policy, E-safety Procedures, Safeguarding Procedures
<b>Governor Committee:</b>	Full Governing Body
<b>Version:</b>	V.07

In reviewing this policy the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

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The Aylesbury Vale Academy Trust includes pupils from Nursery to Year 13. This policy forms part of the Academy's overall Behaviour Policy which sets out in detail the rights and responsibilities of students, staff and parents/carers and aims to ensure there is a consistent approach across the academy. This policy outlines how this is implemented in the Early Years and Key stages 1-5. The purpose of both policies is to encourage the highest standards of courtesy, conduct and self-discipline amongst children and young adults so that they can reach their full potential, without disruption, within a healthy, safe and caring environment.

This policy is monitored continually by the senior leadership team as part of the Academy's annual programme of policy review. It should be read in conjunction with the following whole Academy policies: *Equality Policy, Child Protection Policy and Special Educational Needs and Disability policy.*

### **Purpose**

The Aylesbury Vale Academy Trust has the highest expectations for the behaviour of its students and the purpose of this policy is to encourage the highest standards of courtesy, conduct and self-discipline amongst students so that they can reach their full potential, without disruption, within a healthy, safe and caring environment.

### **Rights**

Students have the right to work, play and learn in a friendly, safe and helpful Academy.

All Staff have the right to teach and work in a friendly, safe and fulfilling Academy which is supported by the whole community.

Parents and carers have the right to feel welcome and to know that the students work, play and learn in a friendly, safe and helpful Academy.

The following principles underpin all of our strategies in relation to achieving the above and managing behaviour:

- Rewards and the celebration of good behaviour, effort, success and achievement.
- All students are happy, content, and feel safe and supported in the Academy.
- Prevention of poor behaviour.
- Consistent implementation of appropriate sanctions where necessary.

### **General Guidelines**

All classroom teachers and their support staff, whatever their status, have a responsibility for the organisation and management of students that they are teaching / supporting and the environment in which this interaction occurs. All staff should challenge examples of poor behaviour and deal with it in the appropriate manner.

### **Academy Responsibilities towards Behaviour**

The Academy has the responsibility to insist on the highest levels of good behaviour from all of its students regardless of age, gender, ethnic background or religion. The Academy has the responsibility to implement the behaviour policies and routines outlined in this policy fairly and consistently. The Academy will keep records of incidents of poor behaviour and the associated sanction.

The Academy has the responsibility to provide staff training with respect to promoting good and positive behaviour from students and to make the procedures for dealing with incidents of poor behaviour well known.

### **Student Responsibilities towards Behaviour**

All students at the Academy are expected to:

- Be caring and considerate to all individuals, regardless of gender, sexual identity, age, ability, race, religion or culture
- Speak and behave in a courteous manner
- Be reliable, trustworthy and honest
- Listen carefully to all adults and co-operate with instructions given
- Work hard
- Work co-operatively with each other, and respect other students' opinions, work and property
- Be careful with books and equipment, and not damage or deface them
- Be punctual, work to deadlines and to be properly equipped for lessons
- Keep commitments
- Move around the academy in a sensible manner between lessons and at break time and lunch time, taking care of the academy environment
- Wear full academy uniform and comply with presentation regulations
- Complete all sanctions and understand why they were given
- Not leave the academy unless given permission
- Comply with all academy rules

These responsibilities also apply when journeying to and from the Academy, on all Academy visits, on occasions when they are recognised as Academy students and whenever representing the Academy.

#### **Staff Responsibilities towards Behaviour**

Staff are expected to use the language of choices (making a good choice or a bad choice about behaviour) and consequences, should be specific about what has happened and should be careful to criticise the behaviour rather than condemn the child.

Sanctions should be used consistently, from day-to-day and from student to student, however staff should apply the policy in a developmentally appropriate way to ensure that very young children or those with special educational needs or disabilities are not discriminated against. Should such needs persist beyond transition or remain significantly below age-related expectations, an individual behaviour plan or IPM should be considered.

Where pupils display persistently challenging or extreme behaviour, adults should remain calm but firm. They should ensure they are aware of and in control of their own feelings and should seek the help and support of other adults in the interests of the children's safety and well-being.

Following an incident or poor behaviour, staff should also explore what support is required for both perpetrator and victim to reduce the likelihood of incident recurring and to provide an opportunity for the perpetrator to make amends. Parents should be informed promptly about serious incidents or about any on-going behaviour concerns.

Consistent use of the following will ensure firm but fair guidelines for all students and will encourage consistently good behaviour. Staff should:

- Ensure lessons are well prepared and delivered and that work/tasks are differentiated to meet the needs and ability of individual students
- Expect and insist that students maintain high standards of behaviour, both in and out of the classroom

- Be proactive when dealing with students to stop incidents of poor behaviour happening or escalating.
- Treat all students as of equal value, and give each student a fair share of teacher time without favouritism or cynicism
- Speak and write about students in a professional constructive manner
- Set an example to students by being courteous, punctual, well prepared, well organised and well dressed and presented
- Be scrupulously fair and objective when handling problems and disputes
- Give students opportunities to express their views and discuss and review their work and behaviour
- Consistently praise and reward good behaviour and hard work whenever possible, using the academy's system and personal methods of encouragement
- At secondary level, staff should ensure that the planner is used, that time is allowed to enter details and that work is marked regularly and constructively. Form tutors should regularly check the student planner and make sure that it is being used correctly
- Ensure they are fully aware of their students' current level of attainment, and individual And special needs
- Use sanctions consistently and appropriately
- Follow guidelines in strategies and procedures

### **Parent/Carers Responsibilities towards Behaviour**

Parents/carers play a vital role in encouraging good behaviour and hard work in the Academy. It is paramount that parents/carers and staff work closely together and share the same goals. If the Academy and parents/carers cannot work together for whatever reason, this will be detrimental to the students' progress. Every effort must be made on both sides to resolve any differences and to come to a mutually acceptable plan of action to solve a difficulty if this should arise.

We ask parents/carers to:

- Support the uniform and presentation code of the Academy
- Ensure that their child attends the Academy and arrives on time suitably clothed and presented in Academy uniform and with the right equipment
- Ensure that the child has breakfast and has enough food or money to buy food for the day. Parent Pay is the easiest way to top up an account for a child.
- Encourage and support their children by showing an interest in their work and life at the Academy
- Praise their efforts
- Try to provide a quiet time and space for them to do homework and to study
- Ensure that their child takes Academy work seriously, regularly checks and signs the planner and contacts the Academy if they are concerned about any aspect of Academy life
- Attend meetings organised by the Academy at which their child's progress, attitude or behaviour will be discussed
- Support their child by attending concerts, matches, etc., in which their child is participating
- Listen to both the Academy and their child, when a problem occurs, before making any assumptions and assist the Academy in its efforts to find solutions
- Alert the Academy of any change of circumstances, e.g. Change of address, family bereavement, illness, etc. Up-to-date contact numbers are vital for Safeguarding requirements
- Redress any damage to property by their child

- Support Academy sanctions. We operate same day detentions for certain types of inappropriate behaviour. A reminder that the Academy does not need parental permission to keep a child in detention after school

### **Rewards and Sanctions: Early Years, Key Stage 1 and Key Stage 2**

#### ***Golden Rules***

1. *We are kind and gentle*
2. *We always listen*
3. *We share and take turns*
4. *We are honest and helpful*
5. *We follow instructions*
6. *We work hard and do our best*

Where pupils are following the rules, adults should praise them verbally (quietly or more publicly, as appropriate for the individual) and respond using the appropriate Key Stage system for recording and rewarding good performance. Where pupils do not keep to the rules, teachers should follow the agreed system within each Key Stage for recording this and follow the agreed procedure. See below.

#### **Formal Systems for Rewards**

A variety of other rewards may be used by staff in school to further reinforce the golden rules and to model high expectations to all pupils. These include:

- House points and smile awards.
- Verbal praise
- Star of the day/week
- Weekly achievement certificates
- Receiving golden stickers from the Senior Leadership Team.
- Blue card sent home.
- Golden time

In addition to the class behaviour chart and other forms of individual reward, teachers will use collective rewards to develop a culture of team-working and support for one another. For example this may involve giving table points or collecting marbles in a jar which will accumulate towards class Golden Time. In KS1 this will be for a maximum of 30 minutes per week. Children will choose enrichment activities that promote team work and speaking and listening such as playing board games, construction, an agreed outdoor game etc.

In **KS2** children will choose an enrichment activity to participate in for an afternoon once a term. Different activities will be available across two classrooms for children to choose from.

#### **Early Years and Key Stage 1**

The main system for rewarding good behaviour and dealing with unacceptable behaviour is through the use of the class behaviour chart. This is a visual record displayed in each classroom whereby pupil names are moved from one zone to another to indicate how well they have been keeping to the school rules.

The system is used as follows.

Super Star Zone	Blue praise card sent home to inform parent.
Star Zone	Names move up to celebrate children displaying exceptional effort, having a positive attitude, exceptional resilience, a can-do attitude, perseverance, kindness etc, House point or sticker awarded.
Sunshine Zone	All pupils begin each day/lesson here
Cloud/Warning Zone	Verbal warning and named moved.
Stormcloud/Danger Zone	Repetition of inappropriate behaviour, pupil given 5 minutes thinking time in the classroom.
<b>Yellow Card Displayed.</b>	Repeated bad choices lead to time out in neighbouring class, (preferably in same KS). Children to take work with them. Yellow card sent home to inform parent with a note of what rule has been broken. Yellow card needs to be signed and returned to school.

## Key Stage 2

<i>Gold Cup</i>	Blue praise card sent home to inform parent.
<i>Silver Cup</i>	Names move up to celebrate children displaying exceptional effort, having a positive attitude, exceptional resilience, a can-do attitude, perseverance, kindness etc
<i>Bronze Cup</i>	Names move up to celebrate children displaying exceptional effort, having a positive attitude, exceptional resilience, a can-do attitude, perseverance, kindness etc
<i>Football pitch</i>	All children start the day/ lesson here
<i>White card</i>	Verbal warning given.
<i>Purple card</i>	Repetition of inappropriate behaviour, pupil given 5 minutes thinking time in the classroom.
<i>Yellow card</i>	Repeated bad choices lead to time out in neighbouring class, (preferably in same KS). Children to take work with them. Yellow card sent home to inform parent with a note of what rule has been broken. Yellow card needs to be signed and returned to school.

### All children.

**All yellow cards are sent home to be signed and recorded on Sims.** If three yellow cards have been issued in a 5 school day period, then the class teacher will call a meeting with themselves and the Key Stage Leader. Agreed behaviour strategies to be put in place and follow up meeting planned within 3 days of first meeting to discuss behaviour. If behaviour fails to improve then a meeting with SLT will be scheduled to discuss a behaviour plan.

### Behaviour Descriptions

S2 Behaviours and above to be recorded on Sims.

Sanctions may include; missed playtime or lunchtime to write out the school rules, supervised lunch away from peers, calling parents to discuss behaviours, Internal Isolation, Fixed Period Exclusion, and Permanent Exclusion. This is not an exhaustive list. Severity of incident,

repeated poor behaviour and persistently disruptive behaviour will also need to be taken into consideration when issuing sanctions.

### **S1 Behaviours – Dealt with by Class Teacher and LSA**

**Action – Name moved on class behaviour chart.**

These behaviours are **inappropriate** and hinder the child's learning.

Eg not doing what they are asked / Having poor manners by talking inappropriately / not listening when someone else is talking.

### **S2 Behaviours**

**Action- Yellow card sent and reflection sheet completed.**

Misbehaviour after two warnings.

Swearing/ Rudeness to students

Abusive language

Eg Name calling / Unkind exclusion of other children / Rough play / Disrupting others learning

Lack of respect for school property

### **S3 Behaviours**

**Action- Meeting with parent, class teacher and Key Stage Leader. Reflection sheet completed.**

Persistent level 2 behaviour.

Bullying.

Deliberately hurting another child

Damage to property – school or other children's property.

### **S4 behaviours**

**Action- Meeting with SLT.**

These behaviours are **very serious**. The Head will decide if the behaviour warrants an Internal Exclusion or Fixed Period exclusion **NB the school may exclude for one such incident if it is considered to be serious enough.**

Persistent defiance

Physical assault against pupil or adult.

Verbal abuse against pupil or adult

Threatening behaviour

Persistent bullying

Homophobic Language

Racist abuse

Damage to school property

Theft

Persistent disruptive behaviour.

### **Lunchtime behaviour**

Expectations should be consistent with the rest of the day.

Teachers or Learning Support Assistants should accompany younger children to their eating areas.

Children should use quiet voices and behave in the same way as expected in classrooms.

There should be clear expectations for children when eating their lunch – sitting nicely at tables.

Minor indiscretions can be dealt with by midday supervisors immediately.

<b>Type of behaviour</b>	<b>Expectations of staff action</b>
Inappropriate, but non-aggressive, play on the playground. Taking someone else's things Disrupting a game Saying something unkind Misuse of lunchtime toys and equipment. Loitering in the cloakrooms Interfering with other people's belongings.	Speak to the children and explain that they have broken a rule. If behaviour above or similar is repeated then speak to the child calmly and explain that they have broken the rules. If appropriate, the child should walk round with the adult for an appropriate amount of time. The adult will speak to the child and encourage the child to verbalise what they have done wrong.
Any incidents of bullying, ie persistently targeting a child verbally or physically. Serious aggression/abusive behaviour. Refusal to obey a member of staff, even after given choices. Use of racist or homophobic language. <b>These incidents must be reported to a member of the SLT and be recorded on Sims.</b>	Member of Senior Leadership Team informed/sent for. Pupil escorted in to sit outside leadership rooms.

### **The Use of Positive Handling and Physical Restraint**

A selection of Berryfields staff are trained in *Teamteach* positive handling strategies, which are designed to help staff to understand and proactively manage different forms of challenging behaviour. On occasions, when an individual pupil's behaviour escalates and he or she becomes at risk of becoming violent. Staff should be aware of the signs and should take steps to pacify him or her accordingly. This may involve ignoring some behaviour and giving time to de-escalate before tackling the concern. In such cases, safe, positive handling techniques are used when a child needs to be moved and holds are used to restrain a child only when there is a clear risk of harm to the child or to others and when it is not possible to move other children out of the way or to give the child concerned sufficient space to stay safe. When positive handling techniques have been used, these are recorded and the Headteacher is informed as soon as possible, before reporting the incident to parents.

### **Rewards and Sanctions: Key Stage 3, 4 and 5**

#### **Rewards and Praise**

Students should be praised for good behaviour verbally, either privately or publicly, to serve as a positive example and to reinforce good practice to other students. The Academy will reward on every occasion a reward is earned and deserved. Rewards are via Achievement Points. These Achievement Points are recorded into the SIMS Behaviour Management System. Achievement points result in bronze, silver, gold and platinum certificates, depending on the number of points the student has achieved.

Student achievements are also celebrated through termly Awards Evenings and half-termly Celebration Assemblies.

### **Dealing with Incidents of Poor Behaviour**

All incidents of poor behaviour should be dealt with by the member of staff witnessing the incident and recorded into the SIMS Behaviour Management System. If the incident is of a serious nature it is the responsibility of the member of staff witnessing the incident to record the incident using the SIMS Behaviour Management system and then pass it on to the relevant member of staff. Incidents of a very serious nature, especially where other students may be in danger, should be reported immediately to a senior member of staff.

### **In Classroom Incidents**

The class teacher is responsible for the behaviour of the students in their classroom and should do as much as possible to minimise incidents of poor behaviour by forward planning. A seating plan (using the online service, Mint) is a non-negotiable and should be regularly revised to meet the changing needs of the class. Procedures such as giving out books and practical work should be carefully planned so as to minimise any chance for poor behaviour. The majority of in class incidents should be dealt with by the class teacher using the most suitable method and sanction. Minor S1 incidents are dealt with by verbal warning and there is no further action by the member of the staff providing the student focuses on learning. The next level of incident, S2, will result in the matter being recorded in SIMS Behaviour Management System and a 15 minute Detention being set at break, lunch or the end of the day. S3 incidents require the involvement of middle leaders and students will serve a 1 hour detention on the same day where possible. S4 incidents require the involvement of the Achievement Director and, depending on the circumstances, the Senior Leadership Team. Both S3 and S4 incidents are also recorded in the SIMS Behaviour Management System. A record of types of incidents in each category can be found in the appendices at the end of this policy. Should learning be disturbed, and the student requires removing from class, they will be moved to the appropriate 'swap room' within the curriculum area, but the reason for removal will always be followed up and resolved. Serious incidents may require the student to be removed to another place within the Academy.

### **Out of classroom incidents**

If a member of staff witnesses an incident of poor behaviour outside of the classroom, they should deal with it using an appropriate sanction and record this on a SIMS Behaviour Management System. The appropriate Achievement Director must be informed.

### **Possible Sanctions**

There follows a list of possible sanctions with which to address student poor behaviour. In general the severity of the sanction should match the offence; however sanctions are likely to increase in severity in response to cumulative offences. The list is by no means exhaustive however, it is important to bear in mind that sanctions should never demean or humiliate a student and should serve as a means to reinforce good behaviour.

- Student warned / counselled by staff
- Notes in planner
- Break, lunch or after Academy detention. (It is no longer a requirement for the Academy to give parents/carers twenty four hours' notice of an after Academy detention). In exceptional circumstances we reserve the right to issue detentions at the weekend and/or on Training Days.
- Form tutor report
- Letters of apology
- Extra Academy work
- Duties around the Academy

- Achievement Director report
- Parent interview
- Loss of privileges
- Letter home
- Senior Leadership Team report
- Isolation
- External Exclusion, either fixed period or permanent

### **Students on Report**

Students may be placed on a monitoring report by their Form Tutor, Achievement Director, Curriculum Leader, or a Senior Leader. Specific targets are given related to the reason the student is on report. The report is to be carried with them at all times and given to subject teachers at the beginning of each lesson. A comment and grade will be given by the classroom teacher. Clear guidelines are given on the reverse of the report. Parents are required to sign the report at the end of every day.

### **Long Term Strategies**

Students continually presenting poor behaviour issues, or those that commit a particularly serious incident, may require longer term support. These could involve:

- Educational Therapist
- Parent Interviews with SLT/AD/Tutor
- Behaviour Contract
- Individual Education Plan (IEP)
- Counsellor
- Home Visits by Attendance Manager
- Part-time timetable/Shortened Day
- Blueprint Outreach Link Worker
- Inclusion Mentor
- Multi-Agency Meeting
- Connexions Counselling
- Youth Offending Team (YOT/YISP)
- Attendance Officer
- Parenting Contract
- Attendance Panel
- Pastoral Support Plan (PSP)
- Careers Interviews
- EBP Work Experience
- Education Psychologist (EP)
- CAMHS referral
- Rapid Response Referral
- Senior Leadership Team Panel
- Governor's Intervention
- Extended Study Leave
- Managed Move
- Attendance at Alternative Establishment

### **Mobile Phones, Earphones and other Electronic Devices**

Mobile phones, earphones and other devices are only permitted to be used before school, at break, at lunch and after school. These devices may only be used in the atrium/canteen area and outside. All electronic items must be switched off at all other times. Mobile phones, earphones or electronic devices used outside of the above guidelines will be confiscated. Parents/carers will be required to collect confiscated items from the Academy's main reception.

## **Serious Incidents**

### **Drugs and Other Illegal Substances and Alcohol**

Possession, use, supply of illegal substances or alcohol is strictly forbidden. Students caught violating this rule on Academy property, to and from Academy, or when representing the Academy will face serious consequences and sanctions. These could include although this list is not exhaustive:

- Police being notified
- Undergoing a drugs test
- Fixed term exclusion
- Permanent exclusion

### **Fighting, Violence, Assault and Offensive Weapons**

Physical abuse and assault towards any member of the Academy will not be tolerated. Students committing such acts may be placed in Isolation, excluded for a fixed term or permanently excluded. Students caught fighting may be placed in Isolation, excluded for a fixed term or permanently excluded. Students caught carry offensive weapons, including items of sporting equipment for no good reason, may be placed in Isolation, excluded for a fixed term or permanently excluded.

### **Bullying**

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (cyberbullying is different from other forms of bullying: a single incident can be experienced as multiple attacks). Bullying can take many different forms, but no form of bullying will be tolerated. Bullying can often be an emotive subject however, as a matter of principle, all students have the right to be happy, safe and comfortable, and consequently no student has the right to make anyone else feel unhappy, unsafe or uncomfortable. Students doing so by whatever means including verbal, written, electronic, omission and exclusion will be dealt with using the normal methods as outlined in this policy. If necessary the police may be informed.

### **Racism**

Racism is the discrimination of another person because of their race, perceived race, or colour of skin. Racism will not be tolerated. Students caught being racist to other students or members of staff will be dealt with using the normal methods as outlined in this policy. If necessary, the police may be informed.

### **Smoking**

The Academy is a non-smoking site. Students caught smoking on the grounds will receive a sanction and their parents/carers contacted. Students caught with smokers, or with smoking paraphernalia on them, will also receive the same sanction. The term smoking also includes the use of e-cigarettes.

### **Verbal Abuse and Swearing**

Verbal abuse directed at a member of staff or a member of the public will not be tolerated, incidents will be dealt with using the normal sanctions outlined in this policy. Students swearing will be dealt with depending on the severity of the swear word and the usage. Students swearing at a member of staff will normally receive a fixed term exclusion.

### **Malicious Allegations**

Students who are found to have made malicious allegations will have the appropriate sanctions applied which could include temporary or permanent exclusion (as well as reference to the police if there are grounds for believing a criminal offence may have been committed).

### **Malicious use of the Fire Alarm**

Malicious use of the fire alarm is a serious breach of the Academy Behaviour Policy and is a threat to the safety and wellbeing of all. Students who have been found to have maliciously caused the Fire Alarm to sound will normally receive a Fixed Term Exclusion and will be required to face a senior leadership team panel or a governor disciplinary committee.

### **Disruption to Lessons**

All students have a right to receive an education which is not disrupted by others. Teachers are required to provide this education and expect good order and compliance in relation to Academy and classroom rules. Where violations occur, appropriate sanctions will be applied and persistent non-co-operation will result in students being placed in isolation or issued a fixed term exclusion. Persistent disruptive behaviour can lead to permanent exclusion.

### **Reasonable Force**

The Department for Education guidelines on the use of reasonable force states that “reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.” Staff at the Academy will use reasonable force in this manner when necessary.

### **Searching Students without Consent**

Staff will search students whenever we have reason to believe they have the following items in their possession:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

### **Behaviour on Trips and Visits**

Students should display good and mature behaviour at all times including during off site trips and visits when they are ambassadors for the Academy. Student’s parents/carers will sign a document to confirm that they understand the following:

- Students will be on their best behaviour at all times maintaining high standards of appearance.
- Students will follow all instructions given to them by members of staff without dispute.
- Students must do nothing to endanger their own or anyone else’s safety.
- Students are to report to a member of staff any accidents or breaches of safety they notice.
- Students are to be aware of all arrangements particularly meeting time and places.
- Students must represent the Academy in a positive manner at all times.
- The Trip Leader’s decisions are final.

### **Behaviour Outside of the Academy**

Sanctions for behaviour outside of the Academy will be put in place in the following circumstances:

- Students taking part in any academy-organised or academy-related activity
- When students are travelling to or from the academy
- When students are wearing Academy uniform or when identifiable as a student at the academy.
- Students behaving in a manner which could have repercussions for the orderly running of the academy
- When a student poses a threat to another student or member of the public
- Students demonstrating behaviour which could adversely affect the reputation of the academy
- Any incident which prevents Academy students from feeling safe and comfortable whilst at school, this includes incidents related to social media

### **Isolation**

The Academy operates an isolation facility which is the most serious sanction the Academy can give short of exclusion. Isolation is equipped with desks and resources that allow students to work in silence under the direction of a member of staff. When in Isolation, students are supervised at all times, including break and lunch. Some subjects cannot set work, owing to the practical nature of the lessons or the equipment being used (e.g. PE, Technology, ICT etc.). For these subjects students are able to access appropriate materials using a laptop. For all other subjects, students will follow their curriculum as closely as possible. There is no unproductive time in Isolation. When being placed in Isolation, students will hand in/place in a locker any mobile phones or other devices allowing communication with others. These will be returned upon their departure from Isolation. Whilst in isolation, students will be placed on isolation report; failure to meet the expectations of isolation will result in a one hour detention after school.

### **Exclusions and Reintegration Meetings**

The Academy complies with the statutory requirements as stated in the DFE document 09/12 and all subsequent amendments.

### **Fixed Term Exclusion**

The decision to exclude a student for a fixed amount of time rests with the Executive Principal or Primary Headteacher; or, in their absence, the Vice Principal or Primary Deputy Headteacher. All students returning from fixed term exclusion will have a reintegration meeting with the Principal or other member of senior staff and their parents or carers.

### **Senior Leadership Team Panel and Governor's Disciplinary Committee**

Students failing to meet to expectations of the Academy and persistently demonstrating unacceptable behaviour, may be invited to attend a Senior Leadership Panel. Parents/carers will be invited to attend this panel to discuss their son/daughter's behaviour.

When a student has received 10-15 days of fixed term exclusions in an Academy Year, and improvements are not being made despite the Academy's interventions, the student may face a governor's disciplinary committee. The student and their parents or carers will be informed of the interventions and sanctions already put in place and informed of the possible outcome, almost certainly permanent exclusion, if no improvements are made.

### **Permanent Exclusion**

The decision to permanently exclude a student rests with the Executive Principal or Primary Headteacher alone. This may occur if:

- A student has incurred a number of fixed term exclusions and is clearly persistently and deliberately refusing to accept or comply with Academy rules and staff authority, especially that of the Executive Principal
- A student who is persistently disrupting the learning and progress of other students
- A student deliberately injures, threatens, or endangers another person or property e.g. theft, arson, vandalism
- A student commits a criminal act
- Use of a weapon, whether the item is designed to be used in this manner or not i.e. sporting equipment

Before a student is permanently excluded, appropriate interventions and sanctions will have been put in place (unless it is a one-off serious incident which warrants permanent exclusion). When making the decision to permanently exclude a student, the impact on the education and safety of the student and staff body will be of utmost importance, therefore there will be times when a permanent exclusion is the only solution.

When a student is permanently excluded the Academy will follow the statutory requirements as stated in the DFE document DFE-57501-2012 and all subsequent amendments.

In implementing this policy, staff will have regard to the Academy's safeguarding procedures, Child Protection Policy and procedures and the Academy's ICT safety procedures. The overriding principle at all times will be the safety, security, progress and achievement of the students.