



HuishEpiscopi

POLICY DOCUMENT

Behaviour for Learning Policy

2016-19 (Updated 19 February 2018)



Document title				
BEHAVIOUR FOR LEARNING				
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Post		Online	✓	Assistant Principal
Notes				

SECTION A

1 RATIONALE

- a) Good behaviour provides a setting within which learning can best take place. To maximise effective learning the highest possible standards of behaviour are required. This is the responsibility of every member of the Academy community.
- b) In our Academy we are committed to ensuring that every young person achieves his/her maximum potential.
- c) We will do this by:
 - i. Ensuring that all our students have access to a range of opportunities to improve their fitness and health.
 - ii. Promoting healthy eating.
 - iii. Maintaining a high standard of sexual health education.
 - iv. Promoting the emotional health and well-being of our students.
 - v. Ensuring that the safeguarding of our students is a priority.
 - vi. Maintaining a high profile for drugs' education in our PSHE programme.
 - vii. Providing a safe environment in which bullying is not tolerated.
 - viii. Maintaining a high quality of teaching and learning so that all students fulfil their potential, including our most vulnerable students.
 - ix. Promoting the importance of high attendance.
 - x. Increasing out of hours learning opportunities (Extended Schools Initiative).
 - xi. Listening to our students and increasing their opportunities to make their views heard.

2 AIMS

- a) To maintain and improve upon the already high standards of behaviour present in the Academy.
- b) To provide a clear framework which sets out expected standards of behaviour and actions to be taken where this is not achieved.
- c) To improve the quality of learning across the Academy.

3 OBJECTIVES

- a) To foster an environment that supports teaching and learning within every classroom.
- b) To provide guidance about classroom behaviour and classroom management.
- c) To provide a clear statement of expectations about out of class behaviour.
- d) To provide a coherent rewards system which motivates students and encourages good behaviour.
- e) To embed an effective referral process which is understood by all members of our Academy.
- f) To standardise the use of sanctions.

4 ROLES AND RESPONSIBILITIES

Classroom teachers and support staff

- a) To plan and prepare differentiated lessons which will engage and enthuse all students and meet their individual learning needs.
- b) To ensure that lessons have learning and behaviour objectives.
- c) To have a well organised and managed environment.
- d) To create a positive atmosphere where good behaviour is promoted.
- e) To find opportunities to praise students' work and behaviour.
- f) To ensure a fair and consistent approach when giving praise or issuing sanctions.

- g) To use the referral process as set out in Classroom Strategies for 'Behaviour for Learning': the 3 Zones Approach (see Section B) in order to maintain effective communication with appropriate colleagues.

Form Tutors (in addition to those above)

- a) To develop relationships with students which encourage them to take responsibility for their own development and behaviour.
- b) To have responsibility for the academic oversight and social welfare of each student in the tutor group.
- c) To liaise with staff and parents when appropriate.

Curriculum Team leader

- a) To implement the Academy Behaviour for Learning policy.
- b) To ensure that all members of the department are implementing the behaviour for learning policy.
- c) To monitor that lessons are well planned and meet the needs of all students.
- d) To liaise with Progress Team Leaders where further action is required.
- e) To promote positive attitudes to learning.
- f) To promote a positive ethos in their subject area where enjoying and achieving are shared by all.
- g) To support the whole Academy departmental detention policy

Progress/Pastoral Team Leaders

- a) To lead the team of Form Tutors with regard to all aspects of the academic oversight and social welfare of each student in the year group.
- b) To liaise with staff, parents/carers and outside agencies over behavioural issues.
- c) To promote high standards of behaviour and a positive attitude towards learning.
- d) To encourage each student to take responsibility for their own development and behaviour.
- e) To maintain a behaviour log in liaison with the Student Support Hub officer.
- f) To write and monitor BIPS
- g) To liaise with SSW/colleagues in the SSH

SENCO/Inclusion Manager

- a) Maintain the SEN register.
- b) Organise and monitor the support offered to students with emotional and behavioural difficulties.
- c) Advise colleagues on appropriate classroom strategies for students with emotional and behavioural difficulties.
- d) Liaise with SLT and Progress Team Leaders and with outside agencies and behaviour support teams.
- e) Lead panel meetings to discuss referrals made by SLT and Progress Team Leaders.
- f) Generate, process and monitor BIPs.

Senior leadership Team

- a) To be a presence at the start and end of the Academy day, break and lesson changeover
- b) SLT to conduct behaviour walks / On Call duty raising the profile of senior colleagues in every area of the Academy
- c) To follow up behaviour issues when on duty and to refer to the isolation room as appropriate
- d) To be on duty at lunchtimes along with other senior members of staff
- e) To support colleagues in dealing with most challenging Individuals
- f) To be a point of reference for Form Tutors and prefects in their duty team and to monitor the level of supervision
- g) To monitor the behaviour of classes taken by cover supervisors or supply teachers
- h) To liaise with parents/carers of students excluded from Academy for a fixed period

Prefects

- a) To maintain the highest standard of behaviour at all times.
- b) To wear their uniform immaculately.
- c) To be role models for younger students and also their peer group.
- d) To undertake duties assigned to them.
- e) To work closely with the senior teacher, Progress Leader, teachers and lunchtime supervisors in their team to ensure the highest possible standards of behaviour at break times.

Students behaviour

“The 4 Golden Rules”

Students are expected to adhere to the following rules when in lessons:

- 1. Follow instructions promptly**
- 2. Remain on task**
- 3. Listen when others are speaking**
- 4. Speak appropriately**

In addition to the golden rules, students are expected to adhere to the following:

- a) To be punctual for lessons.
- b) To enter and exit from lessons in an orderly fashion.
- c) To be dressed in the correct uniform and to be smart in appearance.
- d) To have the correct equipment for each lesson, including an Academy diary.
- e) To respect the right of all students to learn by listening to their teacher and peers, and following the teacher's instructions.
- f) To follow reasonable instructions without question.

Behaviour outside the classroom

- a) To treat all members of the Academy community with respect.
- b) To be polite and helpful to visitors to the Academy.
- c) To be dressed in the correct uniform and to be smart in appearance.
- d) To show respect for the environment. Not dropping litter and to pick it up when asked.
- e) To keep the corridors safe by moving calmly between lessons, keeping to the left hand side.
- f) To keep the canteens pleasant places in which to eat.
- g) To remember that the Academy is a no smoking establishment and to respect the right of others to work in a healthy, smoke free environment.
- h) To help keep the Academy buses a safe and pleasant way of travelling to and from the Academy by wearing a seat belt and treating the driver and other passengers with respect.
- i) During break times, to behave in a responsible manner which does not cause harm to other people.
- j) To keep mobile phones off and out of sight during the school day.

Parents/Carers

- a) To respect the Academy's Behaviour for Learning Policy and the implementation of the policy by Academy staff.
- b) To help ensure that their child adheres to the principles of the behaviour for learning policy.
- c) To send their child to the Academy punctually every day, in the correct uniform and with the correct equipment.
- d) To ensure that staff are made aware of factors which might affect the way their child behaves.
- e) To work with the Academy to support their child's positive behaviour.
- f) To attend meetings with Academy staff, if requested, to discuss their child's behaviour.

Directors

- a) To conduct a regular review of the behaviour for learning policy, ensuring that it encompasses general principles which promote good behaviour.
- b) To monitor the behaviour for learning policy's impact on students.

5 MONITORING

The behaviour policy will be consistently updated and modified as practice within the Academy progresses and Academy management systems develop (SIMS).

SLT, CTL/PL, Form Tutors, school councils and other staff groups will undertake a regular review of classroom and out of classroom behaviour.

The following are examples of records that will be kept to monitor the policy.

- Record of rewards given
- Record of internal and external exclusions
- Referrals to SAM meetings and outside agencies
- Referrals to Student Guidance and Learning Centre (SGLC) panel meetings
- Records of interventions and BIPs from SEN Department, SGLC and PL
- Records of detentions, SIMS referrals and red card incidents (Student Support Hub)
- A regular analysis of the behaviour log on SIMS.net
- Records of interviews/phone calls/letters to parents
- SLT minutes – student concerns

Refer also to:

Current Code of Practice Register of SEN
Current confidential SEN information booklet
Useful Information booklet from Learning Support Department

SECTION B

STRATEGIES AND PROCEDURES FOR 'BEHAVIOUR FOR LEARNING'

BASIC CLASSROOM EXPECTATIONS

Rules for learning – All students are required to adhere to the following classroom expectations:

- To remain quiet and listen when the teacher is addressing the class
- Follow all instructions given by the teacher
- Listen to one another during class discussion
- Raise hands for attention
- Work safely at all times
- To listen to one another during discussion and questioning activities.
- To remain on task
- To ask for help if needed.
- To allow others to work.
- To wait patiently for help.
- To work hard at individual tasks for the set time.
- To remain seated.
- To avoid distracting others.

Summary of Consequences – procedure in every classroom (explained in greater detail below)

- Teacher looks at student. Student should stop (1st warning – Assertive Zone).
- Teacher tells student (2nd warning) – makes a reference to SIMS referral; behaviour improves.
- Student removed from the class for up to 5 minutes (Consequence Zone). Student may re-enter based on teacher's assessment of attitude (3rd warning) – SIMS referral completed by class teacher.
- Student removed from lesson – Department detention coordinated centrally, following referral by CTL.

THE 3 ZONES APPROACH

- 1 **Assertive Zone**
- 2 **Warning Zone**
- 3 **Consequence Zone**

1 **ASSERTIVE ZONE**

- Planned Ignoring
- Use 'Thank you' not 'please'
- Use eye contact 'The Look'
- Refer to the 'Six Golden Rules'
- Remind the student of the Academy Behaviour Plan displayed in the classroom and in books
- Allow 'take up time'
- Use 'I' not 'you'

Planned Ignoring

Decide what behaviours can be ignored in your classroom and for how long and, if ignoring them does not work, what you will do next. One way of ignoring is to focus on those students who are doing the right thing, e.g. putting hand up, having books out ready to work. Another way is to give a brief instruction

before ignoring, e.g. **‘When you stop turning round and interfering with the other group, then I’ll help you’**, followed by turning away and ignoring.

DO NOT WATCH AND WAIT TILL THEY GET IT RIGHT!

‘Thank you’

Finish giving an instruction with the words **‘thanks/thank you’** rather than please - that sounds as if you are pleading for their compliance! – you must convey an instruction as if you expect a student to respond positively.

Close Contact Assertiveness

When a student is off-task, move close to them while continuing to talk to the rest of class. Don’t take your focus away from the class, but let your close presence impinge on the off-task student.

Take-up time

Don’t expect an instant response from a student when emotions are raised. Give your instruction to a student using direct eye contact and a closing **‘thank you’**, then move away and focus on the rest of the class/other students. Standing over the student waiting for a reaction from them often exacerbates the original problem. Your moving away signals to them that, as far as you are concerned, the incident/problem is over. It also allows the student to save face with their friends and take just a little more time to get back on task.

I/You

You can sound more assertive if you use the personal pronoun **‘I’** rather than **‘you’**. Many of the instructions given in the classroom imply “you”: **(you) ‘sit down’, (you) ‘stop tapping the table with your pen’**...These instructions suggest there is a problem and you may find yourself raising your voice and the chances of confrontation.

Try using: **‘I want you to sit down because then I will be able to...’**

The use of **‘I’** acknowledges there is a problem and opens the way for a solution without conflict or blame. Also, use **‘thank-you’** and give take-up time.

‘Maybe.... and...’

Using **‘maybe’** when responding to a student’s explanation for a behaviour is an agreement, it makes the student correct in their belief and it doesn’t make you incorrect:

‘...I was only asking what the time was.’

‘...Maybe you were and now you are going to focus on your work. Thank you,’ followed by take-up time.

use the language of choice to remain in the assertive zone for as long as possible

2 WARNING ZONE

Repeating Yourself

Avoid giving a direction more than 2/3 times to the same student on separate occasions. All it does is give the student the idea that you don’t really mean what you say - all you will do is keep repeating yourself, just getting louder and more fractious each time - you will be the one getting wound up! Instead, try some of the strategies mentioned earlier, but there must come a point when the student is held accountable for their choices.

Choices

When other low-key strategies have failed, then make it clear to the student that their behaviour has consequences. Give them a clear choice....**‘if you choose to continue ... then you will be choosing to stay behind at the end of the lesson...’**

Offering students “thinking time” when an instruction has been made may illicit a positive response. Using

the phrase “I am going to give you 2 minutes to think about my reasonable request before moving things on to the next level” may be helpful.

Validate and Redirect

It is important that students feel that you do understand, accept their views/needs – before they are expected to accept your view/instruction...

Warning! Avoid possible confrontation

E.g. ‘Stop turning round to talk when you should be working?’

‘I wasn’t, I was just borrowing colours...’ etc

Try, instead:

‘You’re turning round, what’s up?’

‘I was borrowing a pen.’

‘Yes, it is important to have pens and pencils with you. Now turn round and carry on with your work.

Thank you,’ followed by take-up time.

If the poor/disruptive behaviour continues, a record of the disruption will be made in SIMS

This identifies to the student that they are now entering a hierarchy of consequences for their behaviour – this will be consistent across all departments.

It is effectively their ‘last chance’. If they modify their behaviour the SIMS behaviour entry may be deleted by the teacher.

Escalation of sanctions in the Warning Zone (using SIMS):

i. FMGR (Failure to Meet Golden Rules)

- Students who do not meet the 4 Golden Rules in the first instance will be warned and FMGR recorded on SIMS. This will result in **1 behaviour point** being removed.
- Continued poor behaviour will result in an escalation to C1.

ii. (C1)

- Continued failure to meet the expectations outlined above (Golden Rules) and / or poor/disruptive behaviour will result in a record being made in SIMS – **C1 (Consequence 1 = 1 behaviour points)** entered on SIMS via drop down box, and recorded on the whiteboard.
- This identifies to the student that they are now entering a hierarchy of consequences for their behaviour – this will be consistent across all departments
- It is effectively their ‘last chance’. If they modify their behaviour the SIMS behaviour entry may be deleted by the teacher.

3 CONSEQUENCE ZONE

Escalation of sanctions:

i. (C2)

- The continuation of disruptive and poor behaviour will result in removal from the classroom for a period of no more than 5 minutes. **C2 (Consequence 2 = 2 behaviour points)** entered on SIMS via drop down box and on the whiteboard. The student will only be allowed to re-enter the room if their attitude is appropriate; the consequences of this will be a short (up to 10 minutes) class detention from the class teacher, either at break or lunch time.

- It is the responsibility of the class teacher to arrange this detention.
- The SIMS entry will be considered by the Curriculum Team Leader who might liaise with Progress Leader if this is a regular occurrence/place on subject report card.
- Repeated SIMS referrals in any half term may lead to a referral to the Isolation Room or a Fixed Term Exclusion.
- Ongoing behaviour issues will lead to parents being invited in with the student potentially being placed on a report card for 2 weeks.
- Student Support Hub (SSH) will run a report every day to monitor SIMS behaviour referrals from staff.
- SSH will run a monthly report for consideration at SLT.

ii. (C3)

- If the poor/disruptive behaviour continues in the lesson the student will be placed with the Curriculum Team Leader or with a teaching 'buddy' within the faculty/Department. This will be entered as a **C3** (Consequence 3 = **3 behaviour points**) via SIMS drop down box. A C3 will be required also if the student fails to attend a C2 short detention. This will be entered on SIMS by the class teacher.
- The consequences of this will be a 20-minute department detention at lunchtime manned by departmental staff on a weekly basis – administered centrally.
- Repeated offences should prompt the Progress Leader to consider a personalised 'Behaviour Intervention Plan' with individual behavioural targets for a given subject (BIP).
- If the student fails to attend, having been given a reminder via SIMS, the CTL will refer to an after school detention.

iii. (C4)

- If the student refuses to go to or is removed from the "buddy" classroom they will be taken to the isolation for a period of time (remainder of the lesson / rest of session [AM or PM] / all day). This will be recorded on SIMS as a **C4** (Consequence 4 = **4 behaviour points**) also known as a "Red Card".
- Every department will have a system of accountability for disruptive students – This will include the SIMS referral for consistency.
- Smaller departments will be a part of a behavioural faculty using CTLs and departmental 'buddies' to support the management of disruptive students. All CTLs are expected to have a list of "buddies" and to keep a record of each occurrence and the reasons for it.
- A C4 will result in a CAT 3 detention.

iv. (C5)

- Students may be given a **C5** (Principal's detention) for a range of behavioural issues, but mostly for nonattendance at an after school subject detention. The decision to place a student in a C5 rests with the Principal or other members of the Senior Leadership Team. A C5 will result in the deduction of **8 points**.

v. (C6)

- Any student receiving more than 1 C4 (Red Card) in a day will be placed in the Isolation Room for an internal exclusion (recorded as a **C6** [Consequence 6 = **10 behaviour points**] on SIMS) at the next available opportunity.
- Students may also be placed in a C6 following investigation of other behaviour incidents.

After school detentions

After school detentions take place on a Monday from 3.20 to 4.20pm for failure to attend departmental detentions and other breaches of school behaviour policy.

CAT 3 detentions take place on a Thursday from 3.20 to 5.00pm.

Failure to attend either of these detentions may result in a Principal's detention on Friday from 3.20 to 5.00pm

C6 - The Isolation Room (Room 24B)

If a student is removed from a lesson following a C4 'red card' event, they will be placed in the Isolation Room for the remainder of that lesson or longer. They will be allowed back into lessons only if the member of staff running the Isolation Room is convinced they will not disrupt the teaching and learning of their peers.

If a student receives two red cards in one day they will be internally isolated for the remainder of that day, and internally isolated for 1 day at the next available opportunity (preferably the following day). Longer term placements in the Isolation room will be recorded as a C5 (internal exclusion).

Students will be set work throughout their time in the Isolation Room. Mobile phones will be handed over to the member of staff running the room.

If a student receives three warnings in the Isolation room a further sanction will follow. Such disruption may lead to a further period of time in isolation or a Fixed Term Exclusion. If a student receives more than three red cards in one week (Monday – Friday) further sanctions may be put in place such as report cards, additional time in isolation or Fixed Term Exclusions.

C7 - Fixed Term Exclusions

A student that is given a fixed term exclusion (**C7** [Consequence 6 = **20 behaviour points**] on SIMS) will be expected to complete a full day in the isolation room (internal exclusion) on return to school following a reintegration meeting.

C8 - Permanent Exclusions

If a student meets the criteria for a Permanent Exclusion (DfE guidance) this will be recorded as a **C8** on SIMS and the appropriate process followed.

While there will be instances where permanent exclusions could be made on first offence e.g.

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying or possession of an illegal drug
- carrying an offensive weapon.

In most cases the school operates an incremental system of sanctions, based on applying an appropriate and consistent response to misbehaviour. These are detailed in the rewards and sanctions policy. We always condemn the behaviour and not the person. Sanctions are outlined within the student planner and are displayed in classrooms.

A behaviour report will be produced daily and weekly to highlight student behaviour and allow for prompt follow up.

SIMS codes:

FMGR – Failure to meet golden rules	1 behaviour point
C1 – Warning	1 behaviour point
C2 – Warning – short detention	2 behaviour points
C3 – Removed and Detention	3 behaviour points
C4 – Removed to isolation (Cat 3 detention)	4 behaviour points
C5 – Principals Detention	8 behaviour points
C6 - Internal exclusion	10 behaviour points
C7 – Fixed Term Exclusion	20 behaviour points
C8 – Permanent Exclusion	No points required

Behaviour Improvement Plans (BIP)

The Academy Behaviour Plan exists to support students with behaviour issues and should be considered in order to allow for a differentiated response to their unique learning needs. These plans should be discussed and agreed with students (and SENCO/PL as required) and referred to regularly. If a consequence has been reached whereby a student has been removed from the classroom, it may be appropriate to refer back to the behaviour plan and explain why this outcome had taken place in relation to the rules. This can help to reinforce the plan and maintain a good learning environment.

Pastoral Support Plans (PSP)

Where a BIP has been unsuccessful in addressing behaviour concerns, or where the nature of a student's behaviour is severe enough to move directly to the next stage of the disciplinary process a Pastoral Support Plan should be used to support students. These plans should be discussed and agreed with parents, students, SENCO, PL and any other external agency or member of staff deemed appropriate. The PSP will run for 12 weeks and will be monitored regularly. At the end of the PSP the options are:

- a) Continue with the same targets as there has been some improvement;
- b) Write new targets;
- c) Consider a Managed Transfer to another school;
- d) End the PSP due to significant improvement;
- e) Move to a PEX.

Searching Property

The school has the right to search without consent for 'prohibited items' and can confiscate, retain or dispose of the student's property, items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images. In the case of drugs, knives and weapons or extreme pornographic images, these items will be handed over to the Police.

Restrictive Physical Intervention

Physical contact should never be made as a punishment. However, for a very small minority of students, the use of physical intervention may be necessary in certain circumstances, **when all other strategies have been exhausted. The use of force should, wherever possible, be avoided.** If the use of force is deemed to be appropriate, **it should never go beyond the limit of "reasonable force".** The starting point should be that all other strategies have failed and **it is only as a last resort that restrictive physical intervention is used.**

For detailed guidance on the context and circumstances whereby it may be appropriate to use different forms of restrictive physical intervention, please refer to the Somerset Policy on Restrictive Physical Intervention in Schools.

Disabled Students

Under the Disability Discrimination Act (1995)/Equality Act 2010 schools have a legal duty not to discriminate against disabled students by excluding them from the Academy because of behaviour that is linked to their disability. Discrimination occurs when a person treats a disabled student less favourably than other students for a reason which relates to their disability, without justification. It also occurs when an Academy fails to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage compared to their non-disabled peers.

Differentiated Behaviour List

A differentiated approach towards the established behaviour management routines may be used following discussion amongst Progress Leaders, SENCO, SLT and key staff, for a small number of students with additional behavioural needs.

This approach will be shared with colleagues that teach this small group of students.

The Behaviour Structure of the Academy can be found in Appendix A.

Huish Episcopi Internal 'PEVP' panel

This panel of senior colleagues will meet as required to discuss consequences and support for students who are causing a concern for their own progress and that of other students in the Academy. Supportive measures as well as clear consequences will be considered by this internal panel.

EXCLUSIONS

Huish Episcopi Academy is committed to being a fully accessible and inclusive organisation, welcoming and respecting the diversity of its student, staff, community and visitors to the Academy.

Rationale

This section is underpinned by the commitment of all at Huish Episcopi Academy to ensure the safety and well-being of the whole community and to maintain an appropriate educational environment in which all can learn and achieve.

We have an overall aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken by the Principal in the following circumstances:-

- a) In response to a serious breach of the Academy's Behaviour for Learning Policy;
- b) If allowing the student to remain the Academy would seriously harm the education or welfare of the student or others in the Academy.
- c) If the student's persistent disruptive behaviour is undermining the effective running of the Academy

Exclusion is an extreme sanction and is only used by the Principal, or in the absence of the Principal, the Vice Principal.

Exclusion will also be used when there is an immediate threat to the safety of others in the Academy or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Principal will ensure appropriate investigations¹ have been carried out, considering all the evidence available.

Exclusion, whether fixed term or permanent could be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Academy's Behaviour for Learning Policy:

- Verbal abuse to Staff and others
- Verbal abuse to student
- Physical abuse to/attack on Staff
- Physical abuse to/attack on student
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The student may be placed on one of the Academy's disciplinary stages on their return.
- The DCFS regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

¹ Refer to Exclusion Procedure Policy

- Following exclusion parents/carers are contacted immediately by phone when possible. A letter will be sent by post giving details of the exclusion, details of the timings of the re-integration meeting and the date the exclusion ends.
- Parents/carers have a right to make representations to the Directors and Children's Services Directorate, Social Inclusion Officer at the Local Authority (LA) as directed in the letter.
- A re-integration meeting will be held following the expiry of the fixed term exclusion and this will involve the student, parent/carer, a member of the Senior Leadership Team, and other staff/Directors where appropriate. A record will be kept of this meeting.
- It is Academy practice to monitor behaviour and work of the student very closely for the period following exclusion. This may mean the use of a report card or close support by staff.
- If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Behaviour Improvement Plan or Pastoral Support Plan may be implemented on return to school. This needs to be agreed with the Academy, student, parents/carers and any agencies involved.
- During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the Academy premises, and that daytime supervision is their responsibility, as parents/carers.

Fixed term exclusions over five days

According to DCFS guidance, the Academy is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer.

The Academy will consult with the LA officers for any exclusion of more than five days in order that appropriate full time education and transport is arranged.

The Academy will provide education by working with:

- Pupil Referral Unit
- The Local Authority

The Academy will liaise with the outside education provider to ensure that the student continues with their programme of study. In most cases the Academy will set the work to be completed and ensure that it is completed appropriately.

Permanent Exclusion

The decision to exclude a student permanently is a very serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour e.g. repeated bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on Academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Possession or supplying an illegal drug.
- Carrying an offensive weapon*.
- Arson.

The Academy will consider police involvement for any of the above offences.

* *Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for*

causing injury to the person; or intended by the person having it with him for such use by him.”

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Academy.

Exercise of discretion

In reaching a decision, the Principal or Vice Principal will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In line with its statutory duty, these same tests of appropriateness will form the basis of the deliberations at a Directors exclusion appeals hearing/meeting, when it meets to consider the Principals decision to exclude.

In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Academy's Behaviour Policy and the effect that the student remaining in the Academy would have on the education and welfare of other students and staff.

The Academy's decision to exclude a student must be lawful, reasonable and fair. The Academy recognises its statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. Huish Episcopi Academy will ensure particular consideration is given to the fair treatment of students from groups who are vulnerable to exclusion.

Whether or not the Academy recognises that a student has special educational needs (SEN), all parents (or students if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the Academy acted reasonably in relation to its legal duties when excluding the student.

Excluded students should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Alternatives to Exclusion

The Academy will work closely with other local secondary schools to undertake managed transfers where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to persuade parents/carers to move their son/daughter to another school.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour outside the Academy

Students' behaviour outside the Academy in the local community, and when on Academy "business" for example educational visits and journeys, away Academy sports fixtures or a work experience placement, is subject to the Academy's Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in the Academy. If students' behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy is inappropriate and meets the Academy's criteria for exclusion then the Principal may decide to exclude.

Drug Related Exclusions

In making a decision on whether or not to exclude for a drug-related offence the Principal will have regard to the Academy's published policy on drugs.

REWARDS

1 Whole Academy Rewards

- All students are awarded 30 Reward points each week, in anticipation of a positive week where attendance is 100% and the golden rules are met in each lesson and tutor time.
- During the year, reward points will lead to various positive rewards for students.
- Additional points can be awarded following excellence in a subject or from an act of good citizenship.
- Individual extracurricular or attendance to school activities additional points can also be achieved

2 Also individual rewards from teachers/departments:

- 1 Stickers
- 2 Good reports
- 3 Positive letters home
- 4 Verbal praise
- 5 Department postcards

Students can be rewarded in several ways.

Whole Academy reward system -

- SIMS rewards points
- Teachers' written and/or verbal comments
- Post cards/letters/telephone calls to parents/carers
- Subject certificates
- PL certificates
- Principal's commendations
- Celebration assemblies
- Attendance certificates
- End of year prizes

APPENDIX A

DISCIPLINARY STAGES PASTORAL SUPPORT PLAN TEMPLATES

DISCIPLINARY STAGES

The following disciplinary stages will be applied when a student's behaviour continues to deteriorate or does not improve. Escalation through the following stages could result in a permanent exclusion.

Disciplinary Stages			
	Action	Data to be checked	Support package
Stage 1 HOY	Formal written warning from Principal and meeting with student and parent/carer. Internal/external exclusion if appropriate. Review within three months	Attendance Behaviour log Progress Data SEND information EP report (if appropriate) Involvement of outside agencies	Student placed on a BIP Mentoring offered (if required) depending on reason for disciplinary. Anger management / ELSA RJ meeting to take place between student and teachers if appropriate.
Stage 2 AP	Formal written letter from Principal and meeting with student parent/carer. Internal/external exclusion if appropriate. Review within three months	Attendance Behaviour log Latest report Feedback from mentoring sessions SEND information EP report (if appropriate) Involvement of outside agencies	Student placed on a PSP (reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate. Mentoring offered depending on reason for disciplinary. Anger management / ELSA How to deal with different scenarios RJ meeting to take place between student and teacher if appropriate Possible use of outdoor education to address identified issues
Stage 3 VP	Formal written letter from Principal and meeting with student parent/carer. Internal/external exclusion if appropriate. Discussion concerning risk of PEX and possible managed transfer. Review within three months	Attendance Behaviour log. Latest report. Feedback from mentoring sessions. Feedback from subject teachers. SEND information EP report (if appropriate) Involvement of outside agencies	Student placed on a PSP (reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate. Mentoring offered depending on reason for disciplinary. Anger management / ELSA How to deal with different scenarios. RJ meeting to take place between student and teacher if appropriate. Possible use of outdoor education to address identified issues. Alternative/reduced timetable to be investigated. Referral to PEVP panel
Stage 4 P	Formal written letter from Directors and formal meeting with student parent/carer and the school governors to include warning about risk of PEX Internal/external exclusion if appropriate Discussion concerning risk of PEX and possible managed transfer Review within three months	Attendance Behaviour log. Latest report. Feedback from mentoring sessions. Feedback from subject teachers SEND information EP report (if appropriate) Involvement of outside agencies	Student placed on a PSP (reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate. Mentoring offered depending on reason for disciplinary. Anger management / ELSA How to deal with different scenarios. RJ meeting to take place between student and teacher if appropriate. Possible use of outdoor education to address identified issues. Alternative/reduced timetable to be investigated including WEX
Stage 5	If PEX is upheld by school governors the local authority will find an alternative placement		

Huish Episcopi Academy
PASTORAL SUPPORT PROGRAMME
 To be completed during the meeting

GENERAL INFORMATION

Date of PSP planning meeting:

Name of PSP Co-ordinator:

Name of Pupil:	
Unique Pupil Number:-	Date of Birth:
Gender M/F:	Year Group:
Address:	Name and Address of Parent / Carer (if different from pupil):
Telephone Number:	Telephone Number:
Ethnicity: <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Traveller <input type="checkbox"/> Black-African <input type="checkbox"/> Indian <input type="checkbox"/> White UK <input type="checkbox"/> Black-Caribbean <input type="checkbox"/> Other European <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Black Other <input type="checkbox"/> Pakistani	

ATTENDEES

NAME	WHO THEY ARE

APOLOGIES

NAME	WHO THEY ARE

OTHER INFORMATION

Looked After Child / Involvement of Children's Social Care

Yes /No

Details:

If **Yes**, name of social worker:

Statement of SEN / EHCP

Yes/No

Date of last annual review:

New statement:

Individual Education

Plan:

Copy attached: Yes / No

NATURE OF CONCERN

- At least 2 fixed term exclusions
- Risk of school failure through disaffection/non attendance
- Rapidly deteriorating behaviour
- Other (please specify)

Exclusions Fixed Term	Number	Total Number of Days	Term e.g. Spring

CURRENT CONCERNS (what is going wrong, behaviour causing concern, current school based pastoral support)

WHERE IS THE BEHAVIOUR OCCURING?

Triggers		Further Details
Specific subjects		
Specific teachers		
SEN factors		
Specific times of day		
Others (please Specify)		

ANY OTHER CONTRIBUTORY FACTORS (e.g. bereavement, family, breakdown, early learning goals/experiences)

OTHER SERVICES/AGENCIES INVOLVED

- | | |
|---|--|
| <input type="checkbox"/> Behaviour Support Team | <input type="checkbox"/> Pupil Referral Unit (PRU) |
| <input type="checkbox"/> CEIAG staff | <input type="checkbox"/> Social Services |
| <input type="checkbox"/> Child and Adolescent Mental Health Service | <input type="checkbox"/> Voluntary Organisations |
| <input type="checkbox"/> Education Welfare Service | <input type="checkbox"/> Youth and Community Service |
| <input type="checkbox"/> Educational Psychology | <input type="checkbox"/> Youth Offending Team |
| <input type="checkbox"/> Traveller Education Service | |
| <input type="checkbox"/> Health Professionals | <input type="checkbox"/> Parent and Family Support Advisor |
| <input type="checkbox"/> Police | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Special educational Needs Team | |

What targets are being set?	What are the measurable success criteria?
1.	
2.	
3.	

Date of review meeting:

Signed:

Parents:

School:

Student:

Copies of this document required (tick when completed):

Student file

Tutor

Progress Leader

Parents

**Huish Episcopi Academy
PASTORAL SUPPORT PROGRAMME REVIEW**

Name:	Year:
PSP Coordinator:	Date:
Present:	Role:
Previous targets	Met success criteria or not?
1.	
2.	
3.	
Effectiveness of strategies and arrangements:	
Current concerns:	
Outcome: <i>Keep PSP with the same targets / New PSP targets (see next page) / Close PSP</i>	
Review date:	
Signed:	

New targets	New success criteria
1.	
2.	
3.	
Any new strategies or arrangements required:	
Signed: Parents:	Student:
	School:

APPENDIX B

PROTOCOL AND GOOD PRACTICE

WHO CAN DO WHAT?

Support staff and prefects:

Report inappropriate behaviour to student's form tutor, Progress Leader or senior staff.

Student Services Hub

- Follow established consequences supporting all colleagues in the application of the Academy's sanctions
- Report inappropriate behaviour to the person on call (lessons) or on duty (Break or lunchtimes).

Teachers and Learning Support Assistants:

- Warnings.
- 5 minute cooling off period outside the classroom, **after following the Academy behaviour protocol**
- Discussion at the end of the lesson.
- Send to a colleague (Buddy stem)
- Issue a C4 (Red card).– the student is referred to the Isolation room via the SLT 'On-Call' procedure
- Break or lunchtime detention.
- SIMS referral to Form Tutor/CTL/Progress Leader for monitoring/information.
- Contact parents.

Curriculum Team Leader:

- Isolation within the department.
- Report card (electronic)/paper
- After school detention.

Progress Leaders:

- Internal exclusion.
- Report card (electronic)/paper

Vice Principal/ Principal:

- Fixed-term exclusion in consultation with senior colleague.
- Report card (electronic)/paper

Principal (or Vice Principal in his/her absence):

- Fixed-term exclusion in consultation with senior colleague.
- Report card (electronic)/paper
- Permanent exclusion.

DEPARTMENT SUPPORT SYSTEMS:

Examples of existing good practice:

- “Buddy” system – for each lesson, a teacher is paired with a colleague to whom he/she can send a disruptive student. The consequence can be a department or ultimately an after school detention.
- Subject Report Cards.
- Longer isolation with a negotiated return to the student’s own class.

ON CALL:

RED CARD SYSTEM

It is vitally important that you only resort to this measure for serious incidents. Frequent misuse of the system can lead to the person on call being away from their office and unable to help a colleague in genuine difficulties.

Action taken by the colleague on duty:

These will vary according to the seriousness of the incident and will include the following:

- A brief discussion with the teacher or learning support assistant.
- A discussion with the student away from the classroom.
- If appropriate and acceptable to the teacher, the return of the student to the lesson with clear targets for improvement and the consequences if these targets are not met.
- The removal of the student, with work if possible to the isolation room. An incident sheet will be completed and will inform relevant members of staff of the incident and the action taken thus far. Student will remain in isolation for remainder of the lesson.
- It might be necessary for the person on call to delay action until all available evidence has been collected. The student will remain in isolation until that point is reached.
- A red card will automatically generate a Cat 3 exclusion at the first available opportunity

Examples of action taken by the person on call:

- A discussion with the teacher and the student, separately or together, to include targets for future behaviour.
- Referral to colleague to ensure Behaviour Plan has been followed
- A letter to parents is automatically generated by SSH staff. This might be replaced by a more detailed letter from the teacher or the person on call.
- A Cat 3 exclusion at the first available opportunity
- A period on report (Department or PL)
- A restorative justice conversation undertaken by the on-call colleague, should the teacher request this at a later date – this should be requested to SSH by the end of the day on which the incident occurred

Clearly, this will depend on the seriousness of the incident. It will be discussed with the teacher but the final decision will be at the discretion of the person on call.

Guidelines for colleagues on call:

- Make sure you are in possession of your mobile phone/radio during your on call time. Utilise the time on-call to visit recognised 'hot spots', undertake learning walks and support staff in the Isolation Room.
- Respond to each call as promptly as you can.
- Get quick feedback from the teacher as to the problem and the action he/she has already taken – refer to the SIMS entry.
- If there is an opportunity for the student to return to the classroom, use it. For example, the student might have been reported for refusing to sit where instructed. He/she may agree to follow the teacher's seating plan with positive advice from you.
- Investigate an incident before taking action. Gather evidence from the teacher and, if relevant, from other students. Keep the student in isolation until you have the details you require.
- You do not have to act alone. Consult another senior colleague.
- Keep the classroom teacher informed of your actions.
- If students are reported missing, check with the attendance officer (are they registered as present), reception (have they signed out), the medical room, SSB or the SGLC. Do not leave your office unless you have a specific sighting.

- As a general rule, if you know where the student is:
 - i. Spend no more than 5 minutes trying to persuade them to go to their lesson. Place them in isolation. If they refuse to do this, ring home.

- If you do not know where they are:
 - i. If they are reported missing during lesson 1, 2 or 3, you might want to wait and check whether they arrive for the next lesson. If they do not, ring home. If they are reported missing lesson 4 or 5, ring home straightaway.

EXCLUSIONS:**As a general rule:**

- Investigate the incident thoroughly before making a decision. Speak to all the parties involved. If appropriate, gather witness statements.
- Do not feel hurried. Place the student(s) in the Isolation Room with senior colleagues until you have made the decision.
- Check with the SENCO as to whether the student has needs that might require a differentiated approach.
- Check the student's behaviour record.
- Consult with the Principal (Deputy Principal in the event of the Principal being unavailable).
- Inform the office.
- Complete exclusion information pro-forma
- Inform the parents and arrange the time and date of the re-integration interview.
- Arrange for work to be sent home/PFSA to visit
- Set up support for a student at further risk of exclusion, in consultation with the PL, SENCO and/or SGLC.
- Complete Exclusion Form for the Academy records and file with the Attendance Officer

APPENDIX C

USE OF MOBILE PHONES/PERSONAL DEVICES AT THE ACADEMY

This statement applies to mobile phones and any other electrical device brought into school and provides clarity on their use.

Mobile phones and, in particular, the new generation of smart phones, such as the iPhone, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter and blogging sites. Such devices are able to access content not monitored by South West Grid for Learning or the Academy filtering systems.

For many young people today the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smart phone has great potential to support a student's learning experiences.

In recent years we have had incidents of poor conduct where mobile phone use has been a feature. This has been particularly difficult to address if it is an element in bullying.

Bullying, intimidation and harassment are not new in society; however bullying using a mobile phone represents a new challenge for schools to manage.

Parents and students should be clear that misuse of mobile phones will not be tolerated.

The following are examples of misuse but are not exclusive. 'Misuse' will be at the discretion of the Principal;

- the deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Facebook or YouTube
- bullying by text, image and email messaging
- the use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)
- students posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others
- making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other students
- general disruption to learning caused by students accessing phones in lessons
- students phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised
- publishing photographs of vulnerable students, who may be on a child protection plan, where this may put them at additional risk.

Dealing with breaches

Misuse of the mobile phone will be dealt with using the same principles as set out in the Academy Behaviour Principles, with the response being proportionate to the severity of the misuse.

Students are aware that serious misuse may lead to the confiscation of their mobile phone, communication with parents and the imposition of other sanctions up to and including exclusion from school.

If the offence is serious it will be reported to the Police.

The correct procedure to follow where a mobile phone has been confiscated and is not returned to the student at the end of a lesson is to hand the device to staff in the Student

Services Hub. This will ensure that the confiscation is correctly recorded and that the phone is kept securely.

Where it is deemed necessary to examine the contents of a mobile phone this will be done by a designated member of staff (A member of SLT and Academy Network Manager).

The action will be properly recorded in case it later becomes evidence of criminal activity. The record will include the time, who was present and what was found.

Rules for the Acceptable Use of a mobile phone in school by students

Students are allowed to bring mobile phones into school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst students are on the school premises unless instructed by a member of staff for a curriculum based activity.
- No student may take a mobile phone into a room or other area where examinations are being held
- The phone must be kept out of sight at all times
- The security of phone will remain the student's responsibility in all lessons including PE lessons – the Academy does not have insurance cover for theft or damage to mobile phones or other personal electronic devices
- If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a designated member of staff (a member of SLT and Academy Network Manager)

Unacceptable use

The school will consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's behaviour policy resulting in sanctions being taken.

- Photographing or filming staff or other students without their knowledge or permission
- Photographing or filming in toilets, changing rooms and similar areas
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites
- Refusing to switch a phone off or handing over the phone at the request of a member of staff
- Using the mobile phone outside school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time
- Using a mobile phone outside school hours in such a way that it undermines the stability of the school.

Sanctions

Students and parents are notified that appropriate action will be taken against those who are in breach of the acceptable use guidelines, following the schools behaviour policy.

In addition:

Students and their parents should be very clear that the school is within its rights to confiscate the phone where the guidelines have been breached.

Using the mobile phone outside school hours to intimidate or upset staff and students or undermine the stability of the school in any way will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time.

- If a phone is confiscated, the Academy will return a confiscated phone to a parent/carer at the end of the school day or return it to the student at the end of the half term.
- Students should be aware that the police will be informed if there is a serious misuse of the mobile phone where criminal activity is suspected
- If a student commits an act which causes serious harassment, alarm or distress to another student or member of staff the ultimate sanction may be permanent exclusion. School will consider the impact on the victim of the act in deciding the sanction.

Confiscation procedure

If a mobile phone is confiscated then;

- at the discretion of the member of staff the mobile phone may be returned at the end of the lesson
- or the student will be informed that the phone can be collected at the end of school day from the Student Services Hub. The member of staff (or a designated colleague) will have to be present to allow this to happen
- the confiscation will be recorded in the school behaviour log for monitoring purposes
- school will ensure that confiscated equipment is stored in such a way that it is returned to the correct person
- in the case of repeated or serious misuse the phone will only be returned to a parent/carer who will be required to visit the school by appointment to collect the phone.
- where a student persistently breaches the expectations, following a clear warning, the Principal may impose an outright ban from bringing a mobile phone to school. This may be a fixed period or permanent ban.

Where the phone has been used for an unacceptable purpose;

- the Principal (or a designated staff member) will have the right to view files stored in confiscated equipment and if necessary seek the cooperation of parents in deleting any files which are in clear breach of these guidelines unless they are being preserved as evidence.
- If required evidence of the offence or suspected offence will be preserved, preferably by confiscation of the device and keeping it secure or by taking photographs of the screen
- the Academy will consider whether an incident should be reported to the Police
- the designated staff member should monitor repeat offences to see if there is any pattern in the perpetrator or the victim which needs further investigation
- A serious breach of these expectations could result in a fixed term or permanent exclusion.

APPENDIX D

REINTEGRATION AND REASONABLE ADJUSTMENTS TEMPLATES



Reintegration form - Fixed Term Exclusion Meeting

Present:

Date:

Outline of the Incident:

	Discussion Points
Parents/Carers	
Student	
Academy	
Other Professionals	

Targets set following re-integration

- 1.
- 2.
- 3.

Duration of Re-Integration Card - Weeks

Review date (SLT).....

Behaviour Improvement Plan (BIP) required Yes No

Should the student be placed on the Academy Risk of Permanent Exclusion (ROPE's) Yes No

Additional Support required/provided:

Support	Yes/No	Date/Responsibility	Additional Notes
Ed Psych			
SENCO intervention			
SSH Support			
PFSA			
Mentoring (SLT/PTL/FT)			
Academy Councillor			
ELSA Support			
SGLC Intervention			
TAS Referral			
Alternative Curriculum			
THRIVE Assessment			
Police Involvement			
CAMHS			

Parents signature:

Staff signature:

Students Signature:

Date:



HUISH EPISCOPI ACADEMY – Exclusion Summary Schedule

Student's Name Form SLT Date

1 Outline of incident:

2 Have written statements been obtained from:

(i) Colleagues

(ii) Student(s) directly involved

(iii) Students who have witnessed the incident

(Copies attached)

3 Does the student have SEN? Yes No

4 Is it possible that the behaviour related to any disability (e.g. ADHD) the student may have?

If so has the SENCO been contacted to confirm that reasonable adjustments are in place? Yes No

5 Has consideration been given to an alternative to exclusion (e.g. internal exclusion/ RJ/Mediation/Differentiated Exclusion) Yes No

6 Does the student have any history of previous disruptive behaviour/fixed term Exclusions? Yes No

If so please attach SIMS behavioural record

7 If a decision to exclude has been made please note the duration and reason for the exclusion:

Which SLT colleague was involved in this discussion to exclude?

8 When will the student be re-integrated?

Date/duration the student is to be placed on report card:

9 Has work been sent home with the student? Yes No

10 What support will be put in place following the exclusion (e.g. alterations to timetable/PSP/Referral to SENCO/SGLC)

11 Is any support for colleagues required? if so what support is required?

.....

12 Should the student be placed on the Risk of Permanent Exclusion Scheme (ROPE) Yes No

Signed Date

APPENDIX E UNIFORM EXPECTATIONS

All students (Years 7 – 11) are to wear official Academy uniform which is as follows:

GIRLS

Blazer	Plain black with Academy badge
Shirt	Plain white – tucked in at all times
Academy tie	All students' Years 7-11
Pullover	Plain black with V – neck
Skirt	Plain black no more than 10cm from the knee – skirts must be 'A' line or pleated. Long skirts and very short skirts are not acceptable. Other styles are not permitted
Socks/Tights	Plain white or plain black
Shoes	Plain black sensible school shoes. Trainers, heeled fashion shoes and boots above the ankle are not permitted
Trousers	Plain black – smart tailored trousers in a classic school uniform style with creases front and back, may be worn as an alternative to a skirt. Fashion trousers, lycra, flares, black jeans or variations etc are not acceptable.

BOYS

Blazer	Plain black with Academy badge
Shirt	Plain white – tucked in at all times
Academy tie	All students' Years 7-11
Pullover	Plain black with V – neck
Socks	Dark grey, white or black
Shoes	Plain black sensible school shoes. Trainers are not permitted
Trousers	Plain black – smart tailored trousers in a classic school uniform style. Black jeans or variations are not acceptable.

Other Information:

Outer Coat – Boys & Girls	A plain dark blue/black jacket or sensible coat is recommended. Hooded tops are not permitted and will be confiscated. No heavy thick fashion belts are allowed. Scarfs are not permitted to be worn during academy lesson time.
Hairstyles	Hairstyles should be neat, tidy, practical and safe. No 'extreme' hair styles such as 'Mohican', 'spikes', 'dreadlocks', 'stripes' or excessively short. No colouring of hair other than natural colours.
Jewellery	One pair of stud earrings and one ring is permitted. No facial piercings are allowed (e.g. nose studs or eyebrow piercings) or 'stretchers'. All <u>jewellery</u> must be removed for PE lessons. Items of jewellery together with other valuables must be handed to the PE teacher at the beginning of the lesson for safe keeping. Parents and students are asked to plan ear piercing so that it coincides with the long summer school holiday. Students with newly pierced ears will be unable to take part due to health and safety in some activities, but will be expected to change into kit and participate in coaching/refereeing at the direction of the member of staff.
Make-up	Nail varnish is not permitted. Subtle, natural looking make-up is allowed but students with excessive make-up will be asked to remove it.
The following items of uniform can be purchased from the Academy shop:- Ties £3.30, Blazer badges £3.20 *NB: Prices are correct at time of print but may be subject to change.	