HuishEpiscopi

Policy Document

Behaviour for Learning
2016-2019

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BEHAVIOUR FOR LEARNING	
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Post		Online	✓	Assistant Principal
Notes	

1   RATIONALE

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.

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

a)   To have a well organised and managed environment.
b)   To create a positive atmosphere where good behaviour is promoted.
c)   To find opportunities to praise students' work and behaviour.
d)   To ensure a fair and consistent approach when giving praise or issuing sanctions.
e)   To develop relationships with students which encourage them to take responsibility for their own development and behaviour.
f)   To have responsibility for the academic oversight and social welfare of each student in the tutor group.
g)   To liaise with staff and parents when appropriate.

Head of Department

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 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.

Leadership Group

a) To be a presence at the start and end of the Academy day, break and lesson changeover
b) SLT to conduct behaviour walks raising the profile of senior colleagues in every area of the Academy
c) To follow up red cards when on duty with Cat 3 exclusions
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 in lessons

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.

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.
e)   To keep the corridors safe by moving calmly between lessons.
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.

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   REWARDS AND CONSEQUENCES FOR THE PROMOTION OF GOOD BEHAVIOUR

a)   Rewards motivate students.
b)   Praising and rewarding good behaviour will encourage others to act similarly.

c)   Consequences are enforced when a student's conduct falls below the standard which could be reasonably expected.

d)   Consequences make clear the boundaries of acceptable behaviour.

(For guidance on the use of rewards and consequences, see Section E.)

6   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 A:

In our Academy we are committed to ensuring that every young person achieves his/her maximum potential.

We will do this by:

1   Ensuring that all our students have access to a range of opportunities to improve their fitness and health.
2   Promoting healthy eating.
3   Maintaining a high standard of sexual health education.
4   Promoting the emotional health and well-being of our students.
5   Ensuring that the safeguarding of our students is a priority.
6   Maintaining a high profile for drugs' education in our PSHE programme.
7   Providing a safe environment in which bullying is not tolerated.
8   Maintaining a high quality of teaching and learning so that all students fulfil their potential, including our most vulnerable students.
9   Promoting the importance of high attendance.
10   Increasing out of hours learning opportunities (Extended Schools Initiative).
11   Listening to our students and increasing their opportunities to make their views heard.

**SECTION B: CLASSROOM STRATEGIES FOR 'BEHAVIOUR FOR LEARNING':
THE 3 ZONES APPROACH**

THE 3 ZONES APPROACH

1   Assertive Zone
2   Warning Zone
3   Consequence Zone

Use of SIMS drop down menu to record behaviour incidents

Ethos – A Behaviour Plan that provides clarity and a hierarchy of consequences – Consequences do not have to be severe – just used consistently

Class Action 1 – use the language of choice to remain in the assertive zone for as long as possible
The 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'

Class Action 2
 The Warning Zone

- 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.

Class Action 3
The Consequence Zone

- The continuation of disruptive and poor behaviour will result in removal from the classroom for a period of no more than 5 minutes. The student will only be allowed to re-enter the room if their attitude is appropriate – this will generate a SIMS behaviour referral – the consequences of this will be a 10 minute class detention from the class teacher
- The teacher has responsibility for this. The SIMS entry will be considered by the CTL who might liaise with PL if this is a regular occurrence/place on subject report card
- Five SIMS referrals in any half term will lead to a CAT 3 exclusion.
- Eight referrals (a further three required within any half term) PL invites parents in during the Cat 3 exclusion with the student potentially being placed on a report card for 2 weeks
- SSH will run a report every week to monitor SIMS behaviour referrals from staff
- SSH will run a monthly report for consideration at SLT.

Class Action 4

The Consequence Zone

- If the poor/disruptive behaviour continues in the lesson the student will be placed with the CTL or with a teaching 'buddy' within their behaviour faculty/Department
- The consequences of this will be a 20 minute department detention at lunchtime manned by departmental staff on a weekly basis – administered centrally
- 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.

Departmental Responsibilities

- 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
- A departmental behaviour plan will be a key part of every departmental SEF
- Red cards should only be used on an 'emergency' basis

SECTION C: BEHAVIOUR MANAGEMENT STRATEGIES

1   ASSERTIVE ZONE

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.

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…

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.

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.

SECTION D: BEHAVIOUR PLANS

The Academy Behaviour Plan should be displayed in every class. Specific plans to support students with behaviour issues 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.

EXAMPLE OF BASIC CLASSROOM EXPECTATIONS

Rules for learning – 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

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

Rewards

1   Whole Academy Rewards/e-praise

- Rewards throughout the year for the numbers of e-praise points awarded
- Additional e-praise points awarded following excellence in a subject or from an act of good citizenship
- Individual extra curricular and Form e-praise points can also be achieved
- E-praise points are given for a range of identifiable positive learning dispositions

2   Also individual rewards from teachers/departments:

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

3   E-praise – rewards can be 'cashed-in' at various stages throughout the year.

4   Behaviour structure sanctions

A behaviour structure diagram can be found in Appendix A

SECTION E: RISK OF PERMANENT EXCLUSION SCHEME

PURPOSE

The purpose of the Risk of Permanent Exclusion Scheme (ROPES) is to:

1 Provide a clear and timely signal to individual students and their parents that permanent exclusion from the Academy is becoming a strong possibility unless significant and sustained improvement in the young person's behaviour is forthcoming.
2 Set targets for improvement in order to avoid permanent exclusion.
3 Reinforce the systems of support within the Academy that will actively encourage the student to make the necessary improvements.

ROPES will only be activated when all reasonable measures and interventions have already been used by pastoral and, where appropriate, curriculum teams, without the resulting required levels of improvement in a student's behaviour.

ROPES will not be used for incidents of extreme inappropriate behaviour (such as threatened or actual acts of extreme violence, drug abuse and being in possession of a lethal weapon) which might result in immediate permanent exclusion.

IMPLEMENTATION

The following will result in a student being placed on the 'ROPES'.

An application from the Head of Year, supported by the SLT link using a standard proforma, giving details of:

1 General background information about the student
2 An explanation of the on-going issues and concerns that could justify permanent exclusion from the Academy
3 Details of the interventions, actions and additional support already put in place with reasons why these have failed to bring about the necessary improvements.

The application will be assessed by Assistant Principal for Behaviour/Deputy Principal who will decide on one of two possible outcomes:

- Acceptance - the student will immediately be placed on Level 1 of ROPES
- Application referred back to the appropriate PL and SLT link along with recommendations for further actions and interventions before acceptance onto the ROPES can be authorised.

LEADERSHIP

The scheme will be operated and lead at three hierarchical levels:

Level 1 Assistant Principal
Level 2 Deputy Principal/Principal
Level 3 Director Disciplinary Panel

Students would normally access ROPES via Level 1, with permanent exclusion becoming inevitable only after progressing to Level 3. However, in certain circumstances (e.g. where behaviour has deteriorated more quickly and/or severely) a student could access ROPES via Level 2 or, exceptionally, Level 3, at the Principal's discretion.

Progression across the three levels

Level	1	2	3
Leadership responsibility	Assistant Principal	Deputy/Principal	Director Disciplinary Committee
Notice to improve (working weeks)	6	4	4
Monitoring – face-to-face with student	Twice weekly	Weekly	Weekly (with nominated Director)
Formal review points with parents	Every 3 weeks (minimum of 2)	Fortnightly (minimum of 2)	Fortnightly (minimum of 2)
Required improvements met	Removed from ROPES	Move to Level 1	Move to Level 2
Required improvements not met	Move to Level 2 (with further monitoring)	Move to Level 3	Permanent Exclusion

A similar organisational format will be used for all three levels of ROPES.

Step 1 - Establishing Expectations

A formal introductory meeting will be held with the student, his/her parents/carers and other relevant staff (and always the student's PL) to discuss and agree the following:

1 **Review of current position**
   a) Successes and personal strengths
   b) Issues and concerns
   c) Required improvements – with confirmation of the expected standard of behaviour and commitment

2 **Plan of Action**
   a) SMART targets – linked to the required improvements
   b) Three way partnership agreement – expectations of student, parents/carers and named Academy staff
   c) Associated adjustments to learning arrangements within the College, such as, personalised timetable, working hours and arrangements for lunchtimes and break times
   d) Imposed sanctions/loss of privileges as a result of being on the ROPES and/or to make up for lost learning time

3 **Support and intervention** – this could include
   a) Specialist assessment
   b) Emergency intervention from outside agencies
   c) Mentoring arrangements
   d) Family support

4 **Monitoring and Review**
   a) Frequency, nature and collective responsibility for monitoring
   b) Review procedures – including the collection and recording of evidence associated with the SMART targets and required improvements
   c) Dates and times of review meetings

Step 2 - Contract

A summary of the key points emerging from Stage 1 will be presented in a written document and circulated within two working days of the introductory meeting. This document will become the agreed contract and, as such, should be signed by the student, his/her parents/carers and a Academy representative (i.e. Assistant Principal, Deputy Principal, Principal or Director). This could take the place of a PSP.

Emphasis should be given to specifically stating the required actions and the associated expectations of the student, parents/carers and Academy staff. In this way, all three parties can be 'held to account'.

Step 3 - Implementation and monitoring of the Action Plan

Written records should be kept of all monitoring meetings, identifying progress towards required improvements and any further issues or misdemeanours that arise.

Step 4 - Final Review Meeting

This will be a decision making meeting with one of two possible outcomes – moving the student up or down the ROPES levels.

IMPACT OF ROPES ON STUDENT LEARNING

Our primary goal must always be to avoid the need for permanent exclusion by working in a formalised way to clarify expectations and the importance of partnership working. However, it should become perfectly clear that this can only be achieved if the student respects the College's rules and behaves appropriately. Having been placed on ROPES there should be a zero tolerance to any form of inappropriate behaviour, including those which could adversely affect the teaching, learning and wellbeing of others. In this way, the Academy can fulfil its commitment to the underlying principle that every student should appreciate and act on;

'I recognise that my classmates have as much right to learn as I do. I will not allow my behaviour to stop or affect the learning of others in the classroom'

If any student receives three FTE within the academic year, they will be automatically placed on the Academy ROPES scheme.

SECTION F: EXCLUSION

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 investigations[1] have been carried out, considering all the evidence available.

Exclusion, whether fixed term or permanent may 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 including supplying
- ☐ 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.

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[1] Refer to Exclusion Procedure Policy

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 the Academy's 'Risk of Permanent Exclusion' procedure[2] 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.
- 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.
- 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 may be drawn up. 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.

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[2] ROPE's – refer to Exclusion Procedures

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.
☐ 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 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 and will also seek advice from the LA's Drugs Education Advisor.

SECTION G: REWARDS

Students can be rewarded in several ways.

Whole Academy reward system -

- E-praise 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

Consequences:

The Red Card

The Red Card should only be used when a student's behaviour is extreme; verbal or physical aggression directed to a member of staff/fellow student or extreme defiance

A red card event will automatically generate an exclusion from the remainder of the current lesson. A Cat 3 exclusion will then take place.

Revised Exclusion Framework

- **Cat 1 Exclusion** – An internal exclusion for part of the Academy day including some of students free time e.g. An episode of bullying a planned Re-Integration or poor lunchtime behaviour
- **Cat 2 Exclusion** –Whole day internal exclusion including free time e.g. fighting, vandalism
- **Cat 3 Exclusion-** In lessons 1 – 6 followed by an extended detention from 3:20 until 5:00 e.g. persistent truancy, extreme defiance, foul language five SIMS referrals, red card event
- **Cat 4 Exclusion** – A fixed term temporary exclusion e.g. Serious assault on a fellow student, continued disruption of the effective running of the Academy
- **Cat 5 Exclusion** – Permanent

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 5.20pm.

SECTION H: 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 Academy behaviour protocol**
- Discussion at the end of the lesson.
- Send to a colleague (Buddy stem)
- Issue a red card. (See Section E)
- 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 to the reflection area. 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)

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 your office/in possession of your mobile phone during your on call time.
- 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 then 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. Isolate the student(s) 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 one other senior colleague.
- 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 the for the Academy records and file with the Attendance Officer
- Consider use of ROPES scheme

SECTION I: 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.

Approved by the Principal: 7 June 2016
Date for review (3 years):   June 2019 (unless changes required sooner)

Behaviour Structure
Huish Episcopi Academy

Behaviour Structure
Sanctions

HuishEpiscopi

S Burton Admin
Message on SIMs
+
Letter home
S Burton to collect

5 consecutive points in any half term = Cat 3

Yellow Referral Slips to be replaced by SIMS drop down menu
X 5 concerns received in half a term
Or Red card issued leads to
Category 3 Exclusion
Thursday 3:20 – 5:00
JP/JMW

Whole School Expectations
Six Golden Rules

1. I will take responsibility for my behaviour
2. I will arrive on time and line up quietly
3. I will bring equipment to every lesson
4. I will listen and respond to my teachers and other students
5. I will work to the very best of my ability and meet my targets
6. I will wear my uniform correctly

SIMS drop down Menu to record lateness
3 lates = after school detention

S Burton Admin
Message on SIMs
+
Letter home
S Burton to collect

After school detention for failure to attend departmental detentions
Monday 3:20 – 4:20
Room 36 JMW

Internal Isolation
JMW/AJD

Subject Report

Departmental Sanctions
e.g detention/ subject report/buddy system

3 Detentions any ½ term = PTL/AP meeting parents

Huish Internal FTE/PEVP Panel Graduated Response for Persistent Disruptive Behaviour

To sit every 4 weeks to consider behaviour points recorded at 8 or more over a 4 week period to deliver outcomes/provide a overview of all persistent disruptive behaviour by individuals

S Burton SIMS record & admin

Principals Detention
Friday 3:20 – 5:20
SLT Rota
Failure to attend CAT 3 or After School DT or to meet expected standards of behaviour

Exclusion
Use of FTE/Internal isolation for failure to attend/defiance

Excluded students to be visited by **PFSA** on day/s of exclusion to liaise with family/set work

Panel Members

AJD/RV/JS/ER/JP/JUH/JMW + other colleagues as required

Supportive

Use of BIP
External Agencies
SEN/SGLC work
SSW involvement
PFSA
Positive Report
Mentor

Punitive

Consideration of FTE & use of **ROPES** & Directors disciplinary to intervene in poor behaviour pattern
Managed Transfer
Behaviour report

Internal or FTE Exclusions

More than 3 FTE's in any academic year student to be placed automatically on ROPES

Phases
What phase is a student at?

Phase	Staff	Interventions
1	Form Tutor	Day to day support/monitoring attendance/punctuality/ reports & reviews/phone calls/letters home
2	PTL SSW HOD	RAM meetings/involvement of parents carers/SEN & SGLC provision ELSA work
3	Senior PTL SLT (AP level)	Weekly mentoring/liaison with parents/carers/PEVP Panel referral
4	Principal & Vice Principal	PEVP Panel referral Referral to ROPES Mentoring
5	Directors Disciplinary Meeting	ROPES/Meeting with Parents/carers
6	Principal 7 Chair of Directors	Consideration of P/EX Managed Transfer

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 jewellery 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.*