



OSSETT ACADEMY

CREATING OPPORTUNITIES. ACHIEVING EXCELLENCE.

BEHAVIOUR AND EXCLUSION POLICY

FOR SECONDARY ACADEMIES

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| Approved by: | Board of Directors |
| Date: | July 2018 |
| Updated: | September 2018 |
| Review Date: | July 2020 |

1. Context

The Directors of the Accord Multi Academy Trust (the Accord MAT) have a duty to establish a policy for its secondary academies to deal with issues of behaviour and exclusions. It is vital that we look to:

- create a learning environment in which all students are safe, happy, healthy and able to achieve their full potential;
- create an environment where all students have an opportunity to access their Education;
- develop independent learners who understand their worth and responsibilities at the Academy and in the wider community.

This policy should be read in conjunction with each Accord MAT secondary Academy's Reward Policy.

2. Values, Moral Code and the Ethos of the Accord MAT

The Accord MAT aims to develop students into rounded individuals who respect each other, the environment and property, alongside honesty, trust, fairness and toleration of the views of others. These values are reflected in the ethos of the Academy which is communicated by and in the following:

- assemblies;
- curriculum;
- encouraging achievement and effort;
- involvement in the Academy community
- charitable works;
- involvement in the wider community.

3. Inclusive approach

The Accord MAT believes all students have the right to the best education possible and in ensuring this we adopt an inclusive approach for all. This may include support for students from a variety of personnel and services available to the Academy, such as:

Teaching and Support staff

Who will be supportive of students, listen to their views and challenge them to meet the high expectations set of them, in a clear and consistent manner.

Curriculum Leaders

Who will quality assure teaching and learning within their areas to ensure rigour and challenge for all students. They will also support teachers and students to ensure there are purposeful learning environments.

Pastoral Year Leaders

Who will support students and families in ensuring each student maximises their potential in the Academy. This will include recognition of positive behaviours and if occasion arises intervene where students are repeatedly unable to meet Academy expectations. They will also support with all pastoral enquires for students.

Senior Leaders

Who will support whole school strategies and incidents of escalated behaviours.

Additional specialist support may come from a variety of different sources within each Academy and across the Accord MAT, through partnership arrangements.

4. Relationship with Parents / Carers

The best outcomes for students are secured when the Academy and parents / carers work together. This is best achieved by:

- ensuring good communication via the student planner and other sources individual to each Academy;
- ensuring parents / carers read and sign the Home/Academy agreement, in support of the Academy's high expectations;
- involvement in regular progress checks, via reports, Parents' Evenings and contact with teachers;
- working effectively with the Academy to support any interventions provided;
- ensure students attend daily and on time.

5. Expectations

| In Lessons | | |
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| Ready | Respectful | Responsible |
| <ul style="list-style-type: none">• On time to lesson.• Arrive to lessons promptly and be ready to learn• Stand behind chairs in silence at the start and end of lessons.• Equipment and planners on the desk. | <ul style="list-style-type: none">• Listen silently when other people are speaking.• Show respect at all times and respond appropriately to teacher direction• Celebrate your own and others successes.• Speak to others at a reasonable volume. | <ul style="list-style-type: none">• Engage fully in your learning.• Look for opportunities to improve your learning e.g. act on feedback.• Work collaboratively with others.• Ensure your books are neat and presented well.• Mobile phone etiquette – not seen or heard |

| Around the Academy | | |
|--|--|---|
| Ready | Respectful | Responsible |
| <ul style="list-style-type: none"> • On time. • Full uniform – shirt tucked in, tie on, blazer on, no outdoor coats/ clothing worn inside the Academy building, skirt worn just above the knee (no adjustments), appropriate footwear. • Planner at all times with full equipment required to learn effectively. • Wearing one watch only (no smart watches) – no other jewellery. | <ul style="list-style-type: none"> • Speak to everyone in the community with courtesy. • Recognise and celebrate your own and others successes. • Speak to others at a reasonable volume. • Ensure the Academy building and facilities are free from graffiti or damage. | <ul style="list-style-type: none"> • Walk around the Academy calmly and safely. • Be considerate of others on the corridors. • Ensure litter goes in the bins. • Remain only in areas of the Academy that are permitted. • Mobile phone etiquette – not seen or heard. |

The examples above are just that, and mean that there may be other expectations that fall into these categories.

6. Mobile Phone Etiquette

Mobile phones should not be seen or heard anywhere in the Academy unless in a lesson at the specific direction of the teacher, for the purposes of learning. Any mobile phones used in lesson for learning should be switched off and in bags prior to leaving the lesson.

For any students found in breach of mobile phone etiquette, their mobile phones will be confiscated and only returned to their parent / carer at the end of the day or the following day. Please refer to the section referring to Screening, Searching and Confiscation at the end of this policy.

7. Consequences of not meeting expectations:

Students may on occasions make poor choices regarding the way they behave in the Academy which could be the by-product of a number of reasons, including challenging home circumstances, child protection and safeguarding issues and various serious family issues. The Accord MAT will always try to support students in improving their behaviour by implementing appropriate interventions at various stages starting with classroom practice. However, where students make poor choices and threaten their own learning or that of others it will not be tolerated. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the Academy rules and re-engage with learning.

In some circumstances, the Governing Body and Principal / Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the Academy, or its community: this may result in

exclusion.

8. The standards for success process:

The behaviour management system is designed to provide students with choices. The purpose of the system is to support learning by tackling and dealing with low level disruption, which undermines the student's own learning and that of others.

The 'standards for success' system is based on the following structure:

Classroom

A warning can be given for disruption to learning of any kind and poor engagement with learning.

- C1 – Verbal warning, recorded by the teacher;
- C2 – 2nd warning recorded by the teacher;
- C3 – 3rd and final warning recorded by the teacher and student moved in the classroom (where possible/ appropriate);
- C4 – Sent on 'Department on call' room for the remainder of the lesson with a C4 detention sticker issued by the teacher.
- C5 – Failure to meet expectations at C4, sent to Isolation for the remainder of the lesson and issued with a full days Isolation. Recorded electronically and on Isolation register.

NB – where teachers and leaders notice patterns of consistent poor behaviour that does not result in a sanction this is to be brought to the attention of the Pastoral Year Leader who will then take timely steps to address the repeated disruptive behaviour by the student.

9. Detentions

C4 Detention (Blue sticker)

As a consequence of persistent disruption in a lesson C4 detentions are run every night (with the exception of Mondays) after school for 1 hour. Students not attending a C4 detention without prior communication with the Academy will automatically be entered for the Principal's / Headteacher's detention, on a Friday for 1.5 hours. These detentions are recorded electronically and shared with students via their planner.

Standards Detention (Yellow sticker)

Where students fall short of the expectations around the Academy students will be issued with a standards detention sticker. Standards detentions are run every night after school for 1 hour. Students not attending a standards detention without prior communication with the Academy will automatically be entered for the Principal's / Headteacher's detention, on a Friday for 1.5 hours. These detentions are recorded electronically and shared with students via their planner.

Late Detentions (Red sticker)

If a student arrives late to the Academy in the morning after the start of the day and the first register will have been taken, a red sticker is issued. This means that a student will be given a 1-hour detention the following night. Students not attending a late detention without prior communication with the Academy will automatically be entered for the Principal's / Headteacher's detention, on a Friday for 1.5 hours. These detentions are recorded

electronically and shared with students via their planner.

10. Isolation

For more serious breaches of Academy expectations students may receive an immediate sanction of Isolation. Isolation is used as a pre-exclusion sanction and provides opportunity for restorative work and for students to have time away from mainstream lessons to reflect on their chosen behaviours. Parents / carers will be informed and students will be expected to spend the day, plus an additional hour in Isolation with supervised break and lunchtime. Lunch orders for food will be taken and delivered to Isolation. When possible, work will be requested by the classroom teachers to continue with learning and progress whilst the student is in Isolation. If a student is late arriving in Isolation, he/she repeats the period(s). If a student is absent, he/she makes up the day when he/she returns.

Examples of the types of behaviours which could result in Isolation include (although this list is not exhaustive):

- risk to Health and Safety;
- violence or threatening behaviour towards others;
- walking away from a member of staff;
- refusing to comply with reasonable requests made by Academy staff;
- refusing to hand over items which are not allowed in the Academy (could equally be a Fixed Term Exclusion);
- swearing;
- not attending Principal's / Headteacher's detention.

11. External Isolation (Within the Accord group of Academies)

Occasionally a minority of students may repeatedly breach Academy expectations or behave in a way that warrants a Fixed Term Exclusion. The Academy seeks to prevent all Fixed Term Exclusions where possible and as such the Academy may decide to sanction students by sending them for Isolation at a partner Academy.

On these occasions' parents / carers will be informed and it is then the students' responsibility to arrive at that Academy on time, dressed in full Academy uniform, equipped for learning and follow their expectations in Isolation.

Following the successful completion of this sanction parents / carers will be asked to meet with Pastoral Year Leaders to discuss how such sanctions can be avoided in the future. The Academy will seek to support the students and families with any intervention/ actions deemed necessary.

12. Partial Timetable

As an alternative to exclusion the Principal / Headteacher may, in limited circumstances, make use of a partial timetable to support a student. This will be agreed with parents / carers and be time limited to no more than six weeks.

13. Fixed Term Exclusion

The Accord MAT implements Fixed Term exclusions in line with Department for Education (DfE) guidance. This states that:

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports head teachers in using exclusions as a sanction where it is warranted”

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2017)

All decisions to exclude are serious and only taken as a last resort where the breach of the Academy behaviour policy is significant. The following are examples;

- failure to comply with a reasonable request from a senior member of staff;
- breaches of health and safety rules;
- verbal abuse of staff, other adults or students;
- possession of cigarettes, lighters, matches or other smoking paraphernalia;
- possession of drugs and/or alcohol related offences
- wilful damage to property;
- homophobic, biphobic, transphobic (HBT) or racist bullying;
- expression of intolerant or extremist views,
- bullying;
- sexual misconduct;
- theft;
- making a false allegation against a member of staff;
- persistent defiance or disruption;
- assaults or fighting;
- other serious breaches of Academy rules;
- any actions on or off site that bring the Academy into disrepute.

The length of a Fixed Term Exclusion will be decided by the Principal / Headteacher. Upon return from exclusion, a student is required to spend a day in Isolation, as part of the reintegration process. A re-integration meeting with parents / carers and Learning Leader takes place on the first day back from the exclusion.

After 45 days of exclusion in one academic year, the Academy recognises that it is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by the student. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Principal / Headteacher would review the suitability and level of provision available with a view to considering permanent exclusion.

14. Fixed Term Exclusion Process

The process for issuing a fixed term exclusion is outlined as follows:

- The Academy should inform the parents / carers without delay, preferably on the day of exclusion of the specific reason for it, and the length of the exclusion. Formal notification in writing may be later if the first notice is by telephone. The formal letter

will set out:

- the full circumstances of the exclusion;
 - the length of the exclusion;
 - the right of appeal to the Governing Body and the LA, and the need to inform the LA in writing of their intention to make representation.
- The Local Authority is informed by filling in the relevant forms without delay.
 - If during a fixed period of exclusion further evidence comes to light, the fixed period of exclusion will not be extended. Instead a further fixed term exclusion will be issued, not exceeding 15 days total in one term, or in very exceptional circumstances a permanent exclusion may be issued to begin immediately after the fixed period. The parent / carer should again, and without delay, be informed of the decision, and to their right of appeal. The LA and Governing Body must also be informed.
 - A student who is excluded for a fixed period of up to 5 days should have work made available to do at home, and have it marked. Parents / carers are responsible for ensuring that students remain at home or appropriately supervised up to the 6th day of exclusion.
 - Exclusions over 5 days in duration will be covered by the Accord MAT's provision and a student would be expected to attend.

15. Permanent Exclusion

In extreme cases the decision will be made to permanently exclude a student. Permanent exclusion will only be used if all reasonable steps have been taken to avoid excluding the student, and where allowing the student to stay would be seriously detrimental to the education or welfare of the student or others at the Academy. A permanent exclusion will be pursued if a one off serious incident occurs or a continuum of poor behaviour and failure to adhere to Academy expectations.

16. Serious Misbehaviour

The following are never acceptable, and the Principal / Headteacher could make a judgment to permanently exclude a student for offences which may include (not an exhaustive list):

- threaten or actual physical assault against another student or member of staff;
- bringing weapons into school e.g. knife, air gun, BB gun etc.;
- bringing drugs or alcohol into school, or consuming/ supplying them during the school day;
- sexual abuse or assault;
- potentially placing members of the public in significant danger or at risk of significant harm;
- making comments (including on social media) or displaying actions that bring the Academy or partners into disrepute;
- persistent disruption and defiance;
- persistent bullying, which could include homophobic or racist bullying;
- malicious use of the fire alarm;
- any actions of a serious nature that bring the Academy into disrepute.

17. Permanent Exclusion process

The parent / carer should be informed without delay, in writing, of the specific reason for the exclusion.

The detailed notification may be in a follow-up letter:

- within 15 days, and more quickly if possible, giving details of previous warnings, fixed exclusions, or other disciplinary measures taken, prior to permanent exclusions;
- containing details of the events surrounding the exclusion;
- giving information to the parent / carer about their rights, including to have access to curricular information on the student, and to request other educational information from the Governors.

Further Procedures will be as follows:

- the LA must be informed at once and by completion of the relevant form. This enables it to react within 20 school days from notification. Part B of this form must be sent to parents / carers at the same time it is sent to the LA, within 5 days of the exclusion;
- the Governing Body must be informed immediately, so that it can meet within 15 days to consider the exclusion and any representation. If it does not meet the LA will consider the case without its comments.

18. Screening, Searching and Confiscation

The Academy exercises the right to screen, search and confiscate items prohibited in accordance with the DfE guidance '[Screening, Searching and Confiscation - Advice for Principals Headteachers, staff and governing bodies](#)'.

The key points from the guidance include:

Searching

Academy staff can search a student for any item if the student agrees. (The ability to give consent may be influenced by the child's age or other factors)

Principals/ Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or;
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Principals / Headteachers and authorised staff can also search for any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

In addition to the practice identified in the DfE guidance, Accord MAT Academies also ban the following items and as a result are able to search students for them:

- Any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Principal's / Headteacher's opinion will cause disruption to the Academy or be detrimental to Academy practice.

When searching, the guidance is that:

- The member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched;
- there is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Confiscation

The Academy's general power to discipline, as set out in the DfE guidance "[searching, screening and confiscation advice for Principals/ Headteachers, school staff and governing bodies January 2018](#)" enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff should hand the confiscated item to the relevant member of support staff, reception, etc., as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

Where appropriate items confiscated by the Academy can be collected by the parent / carers. These items will be returned to parents / carers at the end of the school day or a subsequent day (please note that reception does close at 4pm).

The Principal / Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result:

- some items deemed inappropriate for return will be disposed of;
- where alcohol has been confiscated, the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent / carer but this should not include returning it to the student);
- where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal / Headteacher thinks there is a good reason to do so;

- where the Academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above;
- where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal / Headteacher thinks that there is a good reason to do so;
- where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student;
- fireworks found as a result of a search may be retained or disposed of but should not be returned to the student;
- if a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation;
- where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of;
- where a member of staff finds an item which is banned under the Academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it;
- any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation;

Screening

Schools and Academies have a statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening if required.

Any member of school staff can screen students if this course of action is required.

19. Use of Reasonable Force

Please refer to the DfE guidance [‘Use of reasonable force - Advice for Principals / Headteachers, staff and governing bodies’](#).

In accordance with the DfE guidance and the Academy ‘Reasonable Restraint Policy:

- the use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it;

- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Principal / Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents / carers accompanying students on an Academy organised visit.

20. Discipline Beyond the Academy Gate

Parents / carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a student to the police as soon as possible.



If a member of the public, Academy staff, parent / carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff the Principal / Headteacher or a senior leader must be informed. Where necessary the police may be informed. In addition, if the Principal / Headteacher or senior leader considers that the behaviour is linked to a child suffering or being likely to suffer significant harm the Academy's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.

Where poor behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a sanction, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy. For example:

- uniform – students will be issued a standards detention for unacceptable uniform;
- students are discouraged from smoking on their journey to and from the Academy. If they are found smoking at or near Academy premises the 'standards for success' system will be used.

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| <p>Signature:</p> <p>Chief Executive</p> |  A Warboys |
| <p>Signature:</p> <p>Chair of Board of Directors</p> |  B Kelly |

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| Date: | July 2018 |