

Education, Children's Services and Leisure Scrutiny Sub-Committee

Tuesday 11 March 2014

7.00 pm

Ground Floor Meeting Room G01B - 160 Tooley Street, London SE1
2QH

Supplemental Agenda

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Contact

Julie Timbrell on 020 7525 0514 or email: julie.timbrell@southwark.gov.uk

Date: 10 March 2014



Education, Children's Services and Leisure Scrutiny Sub-Committee

MINUTES of the OPEN section of the Education, Children's Services and Leisure Scrutiny Sub-Committee held on Monday 24 February 2014 at 7.00 pm at Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

PRESENT: Councillor David Hubber (Chair)
Councillor Chris Brown
Councillor Cleo Soanes
Lynette Murphy-O'Dwyer
Councillor Chopra

OTHER MEMBERS

PRESENT:

OFFICER AND PARTNER SUPPORT: Lauren Kocher, The Challenge Network, Programme Manager
Steven McGoldrick, The Challenge Network, Schools Relations Manager for Southwark, Lambeth and Lewisham
Ron St Louis, Early Help Team Leader Camberwell and Dulwich Locality
Darren Coghlan, Head of Secondary and Further Education
Employment and Inclusion
Liz Britton, Manager, Priority Learners
Kerry Crichlow, Director Strategy & Commissioning
Davina Bailey, Southwark Youth Council involvement officer
Julie Timbrell, Scrutiny project manager

1. APOLOGIES

1.1 Apologies for absence were received from Councillors Rajan, Right Reverend Oyewole and Shimell. Councillor Chopra attended as a substitute.

2. NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT

2.1 There were none.

3. DISCLOSURE OF INTERESTS AND DISPENSATIONS

3.1 There were no disclosures of interests or dispensations.

4. MINUTES

4.1 The minutes of the meeting held on 15 January 2013 were agreed as an accurate record.

5. THE NATIONAL CITIZEN SERVICE WITH THE CHALLENGE - YOUTH AND COMMUNITY DEVELOPMENT IN SOUTHWARK

- 5.1 The chair invited Lauren Kocher, Programme Manager and Steven McGoldrick, Schools Relations Manager for Southwark, Lambeth and Lewisham to explain the work they do with the young people.
- 5.2 The Challenge Managers explained that the programme consists of 5 days of outside activities, such as climbing and canoeing, and is held in a residential location. The second 5 days is also spent away from home and consists of trying out different skills such as photography and media. The young people work with a local partner who can benefit from their input. The next stage is to develop a proposal for a Dragoon's Den and a social media campaign.
- 5.3 The initiative started in 2009 in Southwark with 200 young people and now 12,500 young people have taken part in a National Citizen Service programme powered by the Challenge Network. The scheme works with a range of local partners from care homes, to local charities like Blackfriars and Surry Docks, as well as larger corporations including the Police, the council and large firms like IBM.
- 5.4 The managers explained that they are always looking for partners (charities and professional organizations) and for councilors to volunteer as dragons. They added that they had managed to outreach to lots of mainstream schools, however they had been less successful with PRU and special needs schools in Southwark, and they would appreciate ideas, help and assistance in reaching young people in these educational establishments. A member asked how the council could help with this and the managers said that they had visited 'Street Vibe' but they had found it harder to make contact with other centers and they would appreciate help with improving links and communication. Members suggested using the Southwark Website and contacting Southwark communication department to assist with this.
- 5.5 Members asked how the Challenge Network engaged with schools and the managers explained that they present at assemblies, which is most effective. They also go back for lunchtimes and parent evenings. The initiative has an online presence which they use for outreach, but they have not found this as effective as face to face contact.
- 5.6 The Challenge Network was then asked if they build links with local businesses

that could lead to employment for young people. The managers explained that they have an initiative called 'Head start', which involves 16 hours volunteer work at a business with a guarantee of an interview. This is a brand new programme which they are piloting in Kentish Town.

- 5.7 A member asked how the programme is evaluated and the managers said that a survey is done looking at feelings and attitudes at the beginning and end of the programme and this always shows an improvement, and there is a youth council who look at how to improve the programme. Members asked if the programme uses schools to provide feedback for improvements, but the managers said they did not, and that schools are predominantly used as a platform to outreach and engage with young people. They added that schools are very over stretched and the Challenge Network does not want to add to their workload.
- 5.8 The managers were asked about young people who struggle, and find it difficult to complete the residential or the whole programme. They responded that there is a high graduation rate of 88 % . A member asked if the programme follows up with young people who don't complete. The managers said that this is often hard but they do follow up contact, and young people can also complete the programme in different ways.
- 5.9 Members referred to the Youth Council and asked if the Challenge Network had links and if their work was featured on respective websites and facebook pages. The Youth Council members and Challenge Network managers said they did not have formal links; however two Youth Council members said that they had done the programme and praised the content, remarking that the team building exercises had been very good and enabled the team to bond quickly. The young people remarked on how the programme had helped them to understand better how to talk with their peers, deal with anger and be a better leader – both participants reported it had been a positive experience.
- 5.10 Members thanked the Challenge Network for their presentation and encouraged the education officers present, youth council members and Challenge Network managers to exchange contact details to work together to support the programme.

6. SOUTHWARK YOUTH COUNCIL

- 6.1 The chair introduced the item by explaining that the purpose is to conduct an evaluation of the Youth Council's work with the committee. The aim is to identify what aspects have worked well and where there are areas for improvement, so that the new incoming Youth Council can build on this. He then invited the Youth Council members to say a few words.
- 6.2 One of the young people commented that the best thing has been the regular contact, which has been really positive. He then went on to remark that better feedback on how the contribution of the Youth Council has made a difference could be an improvement. The chair commented that the bullying scrutiny review report

that the Youth Council provided information for will shortly be responded to by cabinet and the committee will feedback to the Youth Council on this. The chair then asked Davina Bailey what might work better and the youth officer suggested that feedback be a regular part of the Youth Council attendance.

- 6.3 A member commented that she had invited the Youth Council to do a presentation at her community council. She said she had seen the young people's confidence grow and noted how articulate they had become during the course of their term of office. She praised their contribution to debates at the committee and said she hoped their participation in scrutiny had helped the young people's development.
- 6.4 Members then asked the Youth Council when their term ended and the young people explained that this ended next week. The chair said that the new administrative committee would meet in May or June and he hoped the new Youth Council would continue to contribute. The members all agreed that their contribution had been very valuable. The Youth Officer responded that it would take a while for the new Youth Council to be inducted, but it was the intention to continue to engage with the scrutiny committee. The young people thanked the committee for the opportunity to work together.

7. EXCLUSIONS AND MANAGED MOVES - SECONDARY SCHOOLS

- 7.1 The chair invited Ron St Louis, Early Help Team Leader Camberwell and Dulwich Locality ; Darren Coghlan, Head of Secondary and Further Education Employment and Inclusion and Liz Britton, Manager, Priority Learners to introduce the report.
- 7.2 Darren Coghlan explained that the report now has contains more accurate real time information provided by schools directly, as well as additional information on the size of the school roll and exclusions expressed as a percentage . He added that the report indicated that 19 children were at risk of permanent exclusion, however as a result of the local authorities work with schools this has now been reduced to 6.
- 7.3 A member remarked that Kingsdale have zero exclusions and asked if this was accurate. Officers said these figures are correct and the school has a very effective strategy including an off site unit on an estate - technically the children are still on roll, but this allows children to cool off.
- 7.4 Members asked how schools work with the local authority on exclusions and Ron St Louis explained that officers are notified by the school and take action to look at possible interventions, which could include a managed move. For example a Harris Academy suggested six exclusions but four of these became managed moves. Another child was in care and the school was encouraged to provide intensive support, and ultimately she moved to a school closer to her foster carer. Another child went to a PRU on a dual registration, which the school paid for, where the child benefited from the additional support. Darren Coghlan emphasized that the local authority worked well with academy chains and Liz Britton agreed that there was good reciprocity.

- 7.5 A member asked if sometimes managed moves were done between schools and officers confirmed that this did happen, however the authority was always informed.
- 7.6 Officers were asked if children can have more than one managed move. Ron St Louis explained that usually children go to a school on a temporary trail basis and either it works or it dose not, however occasionally pupils return to one school because they have made sufficient progress while at another on trail.
- 7.7 Officers were asked how a child would be provided with an education once excluded. Ron St Louis explained that they would be provided with work by the school for the first 5 days and after that the pupil would go to a SILS provision provided by the local authority until a more permanent arrangement had been put in place. A member asked if there are ever children that the authority can not place. The officer responded that this is not usual but if a child is post Christmas year 11 it might be better to stay at the SILS. He emphasized that the local authority have an effective "in year fair access process" and the local authority are obliged to ensure children are provided with an education. Darren Coghlan emphasised that SILS are very effective and very few young people become NEETs.
- 7.8 A member commented that she was was taken aback by the numbers of fixed term exclusions. Liz Britton commented that: sometimes fix term exclusions are an effective strategy to manage behavior and prevent permanent exclusions. She explained that some are half day exclusions and that some schools, such as Harris Bermondsey have special units that children can attend while things calm down.
- 7.9 Officers were asked how willing schools are to work with the local authority. Ron St Louis commented that all schools are keen and he had never met a head who would turn a good option for a pupil. He added that exclusions are a key performance indicator for schools. A member asked if all schools were equally willing to cooperate and officers explained that all are keen to receive assistance with exclusions, however some are less keen to reciprocate with managed moves.
- 7.10 A member commented on the rise in school exclusions are year 11 and asked why that would be. Liz Britton commented that pupils experience a huge amount of pressure that schools are managing around the time of exams. Ron St Louis explained that specific incidents involving a number of children can also skew the numbers. For example there was a situation in a Harris Academy where 5 boys were involved in a fight, and in Walworth there was an also a group situation involving selling knives. These incidents resulted in a number of exclusions.
- 7.11 A member asked about exclusions at Highshore. She commented that given this is specialist school she was surprised to see fixed exclusions and would have thought that they would be able to offer specialist support on site. Ron St Louis explained that the incidents in Highshore involved knives, and as such would usually have led to permanent exclusion in a mainstream school, however in Highshore they were given a fixed term as the school is able to provide additional support. He added that schools also have to think about the impact of seeing a perpetrator return to a school if a serious incident happened.

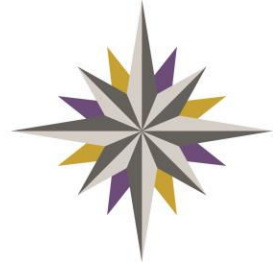
- 7.12 A member asked how the officer support for exclusions was paid and Darren Coghlan explained that this was funded by government as a statutory responsibility.

8. REGULAR UPDATE ON SOUTHWARK FREE SCHOOLS

- 8.1 Members asked if there was any additional information on timelines for the acquisition of sites for the Harris Federation free school in Nunhead. Officers explained that the council was reliant on information supplied by the DFE and school providers; the council provides assistance but securing a site is not a local authority responsibility.

9. WORK - PLAN

- 9.1 The project manager, Julie Timbrell, reported that the final Safeguarding Children report, and attendance by the independent chair to present, was provisionally on the agenda; however this had not been confirmed as yet. The chair emphasized the importance of this given past delays with the report. Kerry Crichlow, Director Strategy & Commissioning, assured the committee that the independent chair had agree to attend and that the final report would be made available, and this was already in hand.



ARK All Saints Academy Behaviour policy

ARK ALL SAINTS is an academy with the highest expectations of its scholars, staff and parents.

Our vision is for all members of our All Saints family to be confident, responsible, successful and to live with integrity. This will enable our scholars to be well prepared for the next phase of their life whether that is to university or in pursuing the career of their choice.

‘You must be the change you want to see in the world’

Mahatma Gandhi

1 INTRODUCTION

We believe that every scholar wants to do the right thing and will do so most of the time. Our code of conduct outlines appropriate behaviours that will allow each scholar to be successful each day. The policy then goes on to look at how we will recognise scholar achievement and then what will happen if Scholars do not follow the academy’s behaviour expectations.

We believe that good and positive behaviour is achieved through relationships and an understanding of the impact that this has on individuals. At ARK All Saints we expect all Scholars to behave well, all the time. There are no excuses for poor behaviour. Behaviour rules will be applied consistently and professionally by staff who expect no learning time to be lost through having to deal with poor behaviour.

2 SCHOLAR BEHAVIOUR

The following will be included in the scholar passport (planner) to clarify what is expected.

2.1 Every day at ARK All Saints Academy:

- We expect scholars to behave 100% of the time in all parts of the academy and surrounding areas.
- This is a high expectation and we know that some of our scholars might find this difficult at times. This is how we help them get there.

3 ROUTINES THAT PREPARE SCHOLARS FOR OUTSTANDING LEARNING

3.1 In the morning:

- Care for your uniform by hanging it up at the end of the day and keeping it clean and well pressed.
- Pack your bag the night before with:
 - ✓ Folder (A4 and provided by the academy)
 - ✓ Passport (academy day book)
 - ✓ Calculator (Scientific)
 - ✓ Reading book
 - ✓ English Dictionary
 - ✓ Water bottle (must be AASA)
 - ✓ Spanish Dictionary
 - ✓ Pencil case (must be clear plastic)
- In your pencil case must be:
 - ✓ Green pen
 - ✓ Ruler (30 cm)
 - ✓ Eraser
 - ✓ Sharpener
 - ✓ Highlighter pen (x 2 colours)
 - ✓ Ink pen (blue or black pen /biro or fountain)
 - ✓ Pencil (x 2)
- Have breakfast

3.2 Outside the Academy:

- Remember that you represent the academy and everyone who attends it.
- Your behaviour must allow other members to live in our community in peace. Be mindful of others who are around you – we share our community with others.
 - ✓ walk sensibly along the streets and allow others to pass on the pavements
 - ✓ allow others to use public transport easily and quietly by not being loud or drawing attention to yourself
 - ✓ offer your seat where possible to an older person/mother with young children
 - ✓ do not play music on your mobile phones without headphones
 - ✓ wait quietly by the bus stop.
- Always be safe. Walk away from trouble and find help. If dark, stick to main streets.

- Do not bring friends or family to the academy to resolve difficulties. If there are issues talk to a member of staff.
- Do not encourage friends to meet you outside of the academy.
- Have respect for the academy's neighbours and be helpful and considerate in the local community.
- Make your way to and from Ark All Saints Academy quickly and do not congregate in large groups on the streets.

3.3 Outside the Classrooms:

- Walk and do not run other than in PE.
- Walk with purposefulness – directly to our next session.
- Walk with confidence and do not need to touch or hold on to others.
- Walk on the left.
- Lockers are to be used only at agreed times and can be searched by staff without prior notice or permission.
- Talk and do not shout.
- Allow any member of staff or adult to pass through a doorway before you.
- Hold doors open for others.

3.4 In Classrooms:

3.4.1 Preparing to enter the lesson:

- ✓ You need to enter every lesson ready to learn.
- ✓ You and your teacher are expected to greet each other on the way into lesson.

3.4.2 Get to work routine:

- ✓ Sit at the place your teacher has selected for you.
- ✓ Place your passport, pencil case, AASA water bottle and homework on your desk.
- ✓ Start the Do-Now.
- ✓ Read through and file any marked work.

3.4.3 During lessons, enrichment and intervention sessions:

- ✓ Give 100% participation.
- ✓ Make 100% effort.
- ✓ Ask for help when needed.
- ✓ Always speak in full sentences.
- ✓ Be an active listener.
- ✓ Celebrate the successes of others.
- ✓ See mistakes as steps on the road to understanding.
- ✓ Help maintain a supportive culture based on respect and teamwork.

- ✓ Use academy hand signals to communicate during lessons.
- ✓ Catch up with your learning when you are absent from school or behind in your work.

3.5 Exit routines:

- Pack up quickly and efficiently.
- Leave the classroom calmly and move to the next session quickly.

3.6 In assemblies, collective acts of worship and rewards ceremonies:

We expect 100% attendance from all scholars and staff to all assemblies and ceremonies. You may not believe in all aspects of the collective worship but as part of our community all members of our ARK All Saints community are expected to join in with aspects that they feel comfortable with. If unable to participate in any aspect, you are expected to act in a way that allows others to participate without fear of criticism or judgement.

3.7 During lunchtime:

3.7.1 Use lunch time effectively:

- ✓ Fill your water bottle.
- ✓ Go to the lavatory.
- ✓ Meet with any member of staff to address any concerns.
- ✓ Complete any work or revision that is required.
- ✓ Say thank you to catering personnel.
- ✓ Clear tables, wipe up any spillages and maintain an orderly environment at all times.
- ✓ Only play ball games in the allocated areas.
- ✓ Follow all school rules to maintain a calm and pleasant environment for all.
- ✓ Do not gather in large groups.
- ✓ Keep hands and feet to yourselves at all times.
- ✓ If any difficulties arise you are expected to find the nearest staff member and ask for assistance.

3.8 Respect for yourselves and your environment:

- Help keep teaching rooms pleasant, clean and tidy areas for yourself and others to work in.
- Always be 'ECO' aware.
 - ✓ shut down PCs and any electrical items, do not leave them on standby.
 - ✓ never, ever drop litter and indeed help pick it up/remind others of their duty to keep the environment clean and tidy.

- Never, ever indulge in graffiti.
- Only eat in the dining hall, never in corridors.
- Remember fizzy drinks, chewing gum and sweets are banned from the academy.
- Do not shout – we are a non- shouting academy.

4 PRAISE AND REWARDS

4.1 Rewards:

Rewards are our way of enabling scholars to recognise when they do things well. This is our way of celebrating when our scholars show confidence, responsibility, act with integrity and are successful. We want our scholars to be model citizens and so will reward these aspects as a way of promoting our values and intentions. Rewards enable us to recognise developing talents.

The reward system centres on the awarding of House points.

House points will be based and awarded on the 4 core values of ARK All Saints Academy:

- Confidence
- Success
- Integrity
- Responsibility

Any scholar who earns 5 House points (one must be for community) will be awarded a commendation certificate.

House points are recorded in the ‘Passport’ in the form of a sticker.

For example, House Points may be awarded for:

- Strong oral contributions (Confidence)
- Helping another scholar (Responsibility)
- Strong test/homework performance (Success)
- Being honest (Integrity)

Vice/Assistant Principals and Directors of Learning can award a Silver House point for anything above and beyond the normal House point. This will lead to a commendation certificate.

Likewise the Principal will award Gold House points for strong support for the ethos of ARK All Saints Academy, representing the Academy in some way or to scholars sent to her for special recognition (particularly for excellent academic achievement).

4.2 Living the vision around the Academy (Community House points):

Teachers are entitled to award a scholar a Community House point for demonstrating kindness, thoughtfulness or selflessness.

Examples of this type of behaviour might be:

- Picking up litter, maintaining the school environment.
- Helping another scholar if lost/stuck.
- Helping a visitor.
- Assisting staff with open evenings/school events.
- Contribution to local community - voluntary work, reading at local primary school etc.

4.3 House Awards:

The House system fosters a sense of belonging and healthy competition. All House points/commendations generate House points for the relevant house. Scholar attendance generates House points for the relevant house. Inter-House competitions also generate House points and contribute to the overall House awards at the end of the year.

4.4 Rewards programme and House points:

The following points system applies to all Houses:

4.4.1 For any House Competition:

- ✓ 1st Place 1000 points
- ✓ 2nd place 500 points
- ✓ 3rd Place 250 points
- ✓ 4th place 100 points

Should more than one House entry for a competition be fantastic, the House can only earn one rank / one set of points - in other words you can never clean up and come first, second and third.

4.4.2 Scholar awards (awarded only by the Principal) can also earn points for their House:

- ✓ Gold House point 50 points
- ✓ Silver House point (awarded by SLT, Heads of House and Head scholars) 30 points
- ✓ Commendation (4 House points + one Community House point) 20 points

Overview of rewards	Autumn	Spring	Summer
Half-term	<p>Commendations</p> <p>Silver House points: Maths competitions Morning reading 100% attendance</p> <p>Gold House points: House Art Competition</p>	<p>Commendations</p> <p>Silver House points: Maths competitions Morning reading 100% attendance</p> <p>Gold House points: House music Competition</p>	<p>Commendations</p> <p>Silver House points: Maths competitions Morning reading 100% attendance</p> <p>Gold House points: House debating Competition</p>
End of term	<p>Commendations</p> <p>Silver House points: Maths competitions Library competition Citizens of the term Morning Reading Scholars who are on their target level in their EBAC subjects. 100% attendance</p> <p>Gold House points: Scholars who are above their target levels in their EBAC subjects. House Fundraising Competition Attendance Sports Music Subjects: Progress and excellence. a) English b) Maths</p>	<p>Commendations</p> <p>Silver House points: Maths competitions Library competition Morning Reading Citizens of the term Scholars who are on their target level in their EBAC subjects. 100% attendance</p> <p>Gold House points: Scholars who are above their target levels in their EBAC subjects. House Drama Competition Attendance Sports Music Subjects: Progress and excellence. a) Science b) History c) Geography d) Drama e) Music</p>	<p>Commendations</p> <p>Silver House points: Maths competitions Morning Reading Library competition 100% attendance</p> <p>Gold House points: Subjects: Improvement and excellence. a) DT b) Art c) MFL d) PE e) Computer Science f) RE</p> <p>Sports day winners</p>

Assembly Award	House points
Most improvement - Persistence - number of sub levels in each subject	150
Academic excellence in each subject - highest level	150
Most improvement in Reading	150
Reader of the Year	150
Civitas badge for most contribution to ARK All Saints Academy and to the community	250
Scholars with 100% attendance for the year	150
Scholars on or above target in all subjects	250
Sportsman/woman of the Year	200
Scholar with most commendations	150
Scholar Mentor	50
House Attendance	1000
House Academic Achievement for whole year	1000
House Sports	1000
Overall House Cup	-

4.5 Rewards and commendation assemblies:

At the end of each term there will be a commendation assembly for each year group to acknowledge the successes of our scholars and the commendations they have received.

At the end of terms 2, 4 and 6 there will be a “Rewards Assembly”, which not only recognises the special achievements of scholars but also celebrates the winners of the House Competitions and overall House Winner.

5 ON-GOING SUPPORT FOR SCHOLARS WHO NEED HELP DEVELOPING POSITIVE BEHAVIOUR FOR LEARNING

Scholars have many starting points – we need to meet them where they are and support them in their development.

There are several ways we will support scholars:

- Daily reports
- Rewards
- Inclusion through smaller working groups
- Internal support through the inclusion team
- External support through agencies
- Scholar-led groups such as scholar voice
- Restorative justice

Sanctions at ARK All Saints Academy should enable scholars to learn and change the way they behave.

5.1 Ten Minute Time Out

Sometimes scholars need time to reflect and settle away from their peers to prevent their behaviour from escalating. In these circumstances staff are able to issue a ten-minute time out card. The scholar should then make their way to their reception area.

5.2 Detentions

At ARK All Saints we believe that relationships are key. Detentions will be held after school or at lunch time and will involve the scholar, the staff member who set the meeting and if necessary the Director of Learning.

Whole class detentions will be a rare event and only sanctioned under exceptional circumstances by a member of the SLT.

If a scholar fails to alter their behaviour accordingly we will need to escalate the sanction and try alternative measures.

5.3 The Re-Focus Room

If a scholar needs to leave their current learning area they must be sent with appropriate work to the agreed re-focus room. The re-focus room is a timetabled lesson which has a desk at the back of the class for the scholar to sit at and work.

5.4 Saturday academy 'community service' – only to be issued by SLT

On some occasions of defiance scholars need an intense session with a member of SLT and their parent. This session consists of the following:

- Explanation of why the behaviour is unacceptable and why the punishment is needed.
- Discussion of why the defiance occurred.
- Apology – repentance and acceptance.
- Restitution – putting things right.
- Forgiveness – fresh start.

Examples of behaviour that might require a Saturday community service are: chewing gum, bringing friends to the academy, graffiti, consistently failing to bring necessary equipment, bringing the academy's name into disrepute.

Parts 1 - 3 should take around 20 minutes. Part 4 will be a physical activity that matches the original defiance such as cleaning tables of chewing gum, cleaning tables, picking up litter.

We believe that through this physical activity parts 4 and 5 are achieved.

6 SERIOUS INCIDENTS

Incidents of a very serious nature (normally those that would be reported to the police) must be reported to the Principal. The academy works in partnership with the police through our School's Police Liaison Officer. The academy may inform the police when any offence of a criminal or anti-social nature has taken place. The academy is obliged to give the police any evidence of a criminal act discovered in the course of a search under the Violent Crime Reduction Act. This may include drugs. The academy will fully cooperate with any police investigation, on request, regarding one or more of our scholars.

6.1 Definition of a serious incident

Bullying
 Fighting
 Abusive or threatening behaviour
 Damage to property or theft
 Drug taking or associating with drug taking
 Alcohol use
 Actual or threat of violence and assault
 Drug dealing or associating with drug dealing
 Offensive weapons

6.2 Physical Violence

The academy will not tolerate any acts of violence or physical aggression. In any incident involving physical violence, a record will be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents will be informed of the steps taken to deal with the matter. Where appropriate the Principal may refer the use of physical violence to the police. Where both parties are held to be culpable, a note of the incident and the action taken will be recorded in both files. Normally all parties involved in a physical altercation will receive the same sanction.

6.3 Restraint/Use of Force

The school does not advocate the use of restraint of scholars. An underlying principle of this policy is to create an ethos where it should not be necessary.

Only in exceptional circumstances will physical intervention be used:

- To prevent scholars from committing a criminal offence
- To prevent scholars from injuring themselves or others
- To prevent scholars from causing damage to property, including their own property
- As a last resort, when all other strategies have proved ineffective, in preventing a scholar from engaging in behaviour which disrupts the good order and discipline of the academy

7 EXPECTATIONS FOR THE CONDUCT OF PARENTS

At ARK All Saints Academy we believe that forming strong partnership between parents/carers and the academy is vital in supporting scholars in demonstrating exemplary behaviour. We work closely with parents/carers, starting from the point of each child's transition from their primary school to ARK All Saints Academy. Prior to their child joining ARK All Saints Academy (during the summer term of Year 6) all parents have a one-to-one meeting with a member of the Leadership Team. At this point, parents will be informed of the academy's behavioural expectations.

All parents are expected to:

- Work in partnership with the academy in maintaining high standards of behaviour.
- Sign and comply with the Home-Academy Agreement which outlines the responsibilities of the parent/carer, scholar and the academy, including those concerning behaviour.
- Support their child to develop self-discipline.
- Inform the academy if anything happens at home or in/out of school which may affect their child's behaviour.
- Work with us to find appropriate strategies and to support the academy in implementing these strategies if their child's behaviour becomes a cause for concern.
- Take responsibility for their child if s/he is excluded. This includes making sure that their child is not in a public place without good reason during school hours within the first five days of any exclusion and ensuring that the independent learning set by the school for the duration of the exclusion is completed to a high standard. Parents are expected to attend a reintegration interview following any fixed period of exclusion from the academy and to support their child in meeting the targets on their behaviour contract.

8 POSITIONS OF RESPONSIBILITY: DEVELOPING SCHOLAR LEADERSHIP

Giving scholars positions of responsibility is a tangible way of rewarding those who model the values held at our core.

We aim to create positions in the following areas:

- In coaching groups - coaching captains, scholar voice representatives, librarians, peer mentors.
- In Houses - house captains, house vice-captains, sports captains, charity captains and sports vice-captains, also librarians and peer mentors.

POLICY INFORMATION

Named personnel with designated responsibility for Behaviour Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2013-2014	Lucy Frame			Peter Martin
2013-2014				

Policy review dates (frequency of review: every year)

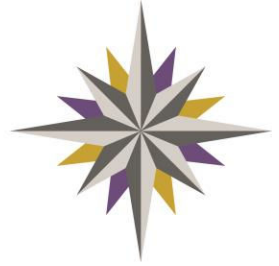
Review Date	Changes made	By whom
July 2013	Policy created	Lucy Frame
July 2014		

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2013-2014	July 2013	Peter Martin

Dates of staff training for this academic year

Dates	Course Title	Staff



ARK All Saints Academy Exclusion Policy

1 INTRODUCTION

ARK ALL SAINTS is an academy with the highest expectations of its scholars, staff and parents. Our vision is for all members of our All Saints family to be confident, responsible, and successful and to live with integrity. This will enable our scholars to be well prepared for the next phase of their journey whether that is to university or in pursuing the career of their choice.

We welcome scholars of all faiths and none to our Church of England academy where our guiding principles are based on Christian values.

We treat every scholar as an individual and we work with them and their families to develop and nurture their talents.

2 RATIONALE

Good behaviour is best maintained by the effort of scholars, parents and staff working together to ensure adherence to the academy ethos and observance of the Academy Code to ensure that all members of the community can enjoy a safe and productive learning environment. In the interest of keeping good discipline and as a result of serious offences, it is sometimes necessary for the Principal to “exclude” scholars from school. This is a serious step for the school to take but reflects the importance of respect for the school’s values and its members if a scholar is to continue to be part of this community.

Exclusion can give the scholar space to reflect on their behaviour and its impact on their community, acts as a deterrent to other scholars and clearly communicates the values upon which our academy is based.

3 EXCLUSION

3.1 What is exclusion?

Exclusion from school operates within a framework set down in law and in accordance with guidance from the DfE. Exclusion is the formal removal of a scholar from school. All exclusions have to be authorised by the principal of the academy

There are two types of exclusion:

- Fixed Term - up to a maximum of 45 days in one school year
- Permanent - where a scholar is expelled from the school

3.2 When is exclusion used?

Exclusions can only be for a breach of the disciplinary code.

Permanent exclusion can be used for serious “one off” offences such as:

- Violence or threat of violence
- Activities involving drugs or substance abuse
- Criminal offences
- Bringing offensive weapons onto the school site

It can also be used for repeated breaches of the School Code, often following a number of previous fixed term exclusions.

3.3 What happens when a scholar is excluded?

Parents will be contacted initially by telephone. A formal letter of exclusion will be taken home by the scholar to give to parents and a copy sent by first class post. It is the parents' responsibility to supervise the child during the first 5 days of exclusion although work will be sent home; the child must not be in a public place during school hours in this time and, should this occur, unless there is reasonable justification, they could receive a fixed penalty notice from the Local Authority.

From the sixth day of a fixed term exclusion, the school will make provision for the child's full time education usually at another local school; in the case of permanent exclusion arrangements are the responsibility of the Local Authority.

A meeting of 3 members of the governing body is required by law to review the principal's decision to permanently exclude and where a scholar has been excluded for more than 15 days in one term. Subject to availability governors will meet within 15 school days of the decision being taken by the Principal. In the case of other forms of fixed term exclusions governors may

be requested to meet by parents and details of this right and the timescales applicable are set out in a note which accompanies all exclusion letters.

3.4 What may happen after exclusion?

Arrangements for the education of a permanently excluded child are the responsibility of the home Local Authority. For fixed term exclusions:

- A reintegration meeting involving the child, parents and key staff will be arranged
- A phased reintegration, including time in the PLSC, will normally be expected
- Strategies designed to prevent further exclusion will be agreed, these will be formalised into a Pastoral Support Plan for scholars who are considered because of their behaviour to be at risk of permanent exclusion

3.5 How are Governors and ARK involved?

3.5.1 Governors:

- ✓ Regularly review the Exclusions Policy
- ✓ Monitor exclusions termly
- ✓ Are involved in some reintegration meetings, especially if a scholar has been excluded on a number of previous occasions and will attend permanent exclusions and other exclusion review meetings as advised
- ✓ Set up a Disciplinary Panel (3 members) as required.

3.5.2 ARK:

- ✓ Advises parents and the school on matters of law and DfE guidance
- ✓ Monitors exclusions through reports submitted by the academy
- ✓ May attend reintegration and other meetings
- ✓ Will arrange, clerk and attend permanent exclusion governor review meetings and others required by law and those requested by parents.

3.6 What are the alternatives to formal exclusion?

Exclusion is a serious step for the school to take. Other strategies are used in conjunction with, or as an alternative to, formal exclusion in order to support a positive ethos in the school. These are briefly outlined below.

3.7 Withdrawal from Lessons/Activities

In cases where it is deemed that to have a scholar in a particular lesson or activity would be detrimental to the learning or well-being of others, that scholar may be required to work separately under the supervision of another member of staff for a period of time.

3.8 What support is available to scholars at risk of exclusion?

The Academy employs a range of strategies to support scholars whose behaviour over a period of time presents a high risk of exclusion (i.e. not “one-off” offences).

This includes:

- Regular monitoring by and contact with key staff
- Placement on SEN register with associated support
- Regular meetings with scholar and parents
- Access to external agency support
- Review of curriculum provision
- Managed move (short or long term) to another school with parental consent

The nature of support will be personalised according to the needs of each scholar and will be influenced by the availability of resources. Parental support is crucial to the success of intervention strategies.

POLICY INFORMATION

Named personnel with designated responsibility for Exclusion Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2013-2014	Lucy Frame			Peter Martin
2013-2014				

Policy review dates (frequency of review: every year)

Review Date	Changes made	By whom
July 2013	Policy created	Lucy Frame
July 2014		

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2013-2014	July 2013	Peter Martin

Dates of staff training for this academic year

Dates	Course Title	Staff

GLOBE ACADEMY Behaviour policy.

PERSONAL RESPONSIBILITY: MUTUAL RESPECT

A culture of high expectation and achievement requires a commitment to hard work and self-discipline. Globe Academy has a highly structured and orderly environment where everyone is well mannered and shows respect for others.

Our behaviour code reinforces students' responsibility for their actions. We are quick to praise and reward and equally swift to tackle misbehaviour. Central to our philosophy of achievement is maintaining a calm and positive environment in the academy, so that teachers can teach and students can learn. Helping all students to behave responsibly creates a strong academy identity which students can be proud of.

HIGH EXPECTATIONS - NO EXCUSES - ACHIEVEMENT FOR ALL

- We place a high expectation on the commitment of staff, students and parents, underpinned by a hard work ethic.
- We set the highest standards for behaviour and dress.
- We commit to hiring - and keeping - the best teachers and support staff.
- We develop a challenging and innovative curriculum and maximise the potential of our specialist subjects, mathematics and performing arts.
- We track each pupil's progress using the latest systems so no child gets lost.
- We provide a dynamic extra-curricular programme, including sports.
- We build strong links with groups locally and around the world, so that every Globe pupil has global horizons.
- We provide state-of-the-art buildings and resources.

 [Download our exclusion policy here.](#)

COMMITMENT

We ask students, parents and teachers to sign a home-school agreement, demonstrating our shared commitment to putting in the effort to ensure that each child succeeds.



EXCLUSIONS POLICY

The policy has been updated to reflect the guidance introduced by the DfE in 2012. Independent Appeal Panels no longer exist and have been replaced by Independent Review Panels (IRPs). There is no longer a right for IRPs to reinstate a pupil, but if the decision of governors to uphold a permanent exclusion is quashed by the IRP and the pupil is not reinstated by governors there is a financial penalty.

There is new emphasis in the guidance on the principles of natural justice and the lack of discrimination in exclusion decisions.

Date of last review:	July 2013	Review period:	2 years
Date of next review:	September 2015	Owner:	Governance Manager
Type of policy:	Network	LGB or Board approval:	Board

Exclusions Policy

1. The Law

Head teachers, Governing bodies and Independent Review Panels must have regard to the guidance issued by the Secretary of State. The latest guidance was issued in 2012. 'Exclusion from maintained schools, Academies and pupil referral units in England – a guide for those with legal responsibilities in relation to exclusion'

1.1 Fixed term and permanent exclusions

There are two types of exclusion: fixed term and permanent.

There is a limit of 45 school days in a school year for fixed term exclusions.

Permanent exclusions and any fixed term exclusions which result in the pupil being excluded for more than 15 school days (singly or cumulatively) in a term must be reported **immediately** to ARK Schools who will inform governors and arrange the required governors review meetings.

Any exclusion that would mean the pupil missing a public exam must also be **immediately** reported to ARK Schools who will inform governors and arrange the required governors review meetings.

All other exclusions must be recorded on the MIS in a timely manner and reported to governors in the Principal's Report.

1.2 The Principal's role in exclusions

Only the Principal or acting Principal (or Head teacher) may exclude a pupil.

The parent(s) /carers must be **immediately** informed in writing of the length and type of exclusion, and of their right to make representations to the governors (pupils over 18 have to be informed and have the right to appeal on their own behalf.). ARK has standard letters for notifying parents of exclusions and an explanatory note to go with each letter which explains the rights of representation.

The duty of care placed on schools to ensure the welfare of pupils suggests the importance of advising parents/carers by direct communication that a child has been excluded prior to the child being sent off site.

Exclusion can only be for a breach of an academy's behaviour policy (which it must be demonstrated has been widely published to all pupils and parents) Care must be taken to avoid an 'illegal'/unofficial exclusion e.g. sending a child off site for a 'cooling down' period or because of the behaviour of its parents.

Permanent exclusion is a last resort action where all strategies to change behaviour have failed. It must be demonstrated that to exclude a pupil is also in the interests of the welfare of the excluded pupil and that of others attending the academy. Permanent exclusion may be for persistent poor behaviour or for a 'one off' serious breach of the behaviour policy.

Where an excluded pupil has a Statement of Special educational needs or is on the SEN register, it must be demonstrated that the academy has provided extensive support to help the pupil and there should be PSBs or IEPs in place which have been discussed with the pupil and parents.

Principals should ensure that the behaviour policy of the academy is reviewed on an annual basis and agreed/noted by the governing body.

1.3 The governing body's role

The governing body **must** review (irrespective of a parent's wish) the decision of the Principal in the case of all permanent exclusions and fixed term exclusions amounting to over 15 days in any one term (this can be cumulative as well as single fixed term exclusion). The quorum is three governors, with a clerk appointed by ARK Schools. Governors appointed will constitute the Governors' Discipline Committee ("the GDC"). The Principal cannot be a member of the GDC. Subject to the availability of governors review meetings should be held within a period of 15 days from the date of the exclusion. **It is important** that ARK schools are advised **without delay** and the principal makes arrangements for paperwork to be prepared immediately. Model statements by Principal's for governor review meetings are available from ARK schools.

- Fixed term exclusions totalling **five or fewer school days**, or 10 or fewer lunch-times or half days in any one term must be reported to the governors at each meeting and recorded on the MIS. The governing body can agree to set up a meeting with the parent(s) if they make representations about one of these exclusions but does not have to do so, though it must consider any representations made by the parent.
- If an exclusion means that a pupil will **miss a public exam**, the GDC should try to meet before the date of the exam. If this is not practicable, the chair of governors can use the emergency powers for chair's action to review the exclusion.
- For fixed term exclusions of **6 to 15 school days**, the GDC must meet to consider any representations from the parent if received.
- For fixed term exclusions of **more than 15 days** in one term or which cumulatively add up to more than 15 days, and for **permanent exclusions**, the GDC must hold a formal hearing within 15 school days, whether or not the parent(s) make representations.

The GDC may confirm the exclusion or direct reinstatement of the pupil. There is no legal option to impose a lesser sanction, i.e. to commute a permanent exclusion to a fixed term one.

The GDC can direct that any pupils excluded for a fixed term of more than five days **or** pupils who would miss a public exam **or** permanently excluded pupil are reinstated.

If the pupil is to be reinstated, a re-integration programme should be planned with the school.

If reinstatement is not practicable, because the pupil is already back in school or because the parent does not want it, the GDC must consider the representations made by the school and parent(s), and decide whether or not the exclusion was justified. The decision should be included in the pupil's record.

After the governor review hearing, the clerk informs the parties in writing about the result, with reasons for the decision. Decisions are communicated as soon as possible and every attempt is made to do this within 3 to 5 working days.

If a permanent exclusion is upheld, parent(s) must be told of their right to seek an independent review of the decision reached by governors, and the deadline for seeking a review. They also have the right to have a SEN expert attend the independent review panel meeting (IRP). When ARK Schools writes to the parent(s) communicating the decision reached by governors details of the right of independent review are also given. The parent(s)/carers have 15 school days (from the date when notified of the GDC decision) to seek an IRP meeting.

1.4 Principles of natural justice

- All decisions to exclude are based on a balance of probabilities – both by Principals and at any subsequent review. In making their decisions to exclude Principals must ensure that their decisions are fair and based on the facts of the incident and do not include any elements of discrimination. Where a GDC reviews a decision to exclude, the latter issue will be tested.
- Members of the GDC should be impartial, unprejudiced, have taken no previous part in the case, and have no personal or school interest in its result. Principals should not discuss individual exclusions with members of their governing body as cases may be referred to the GDC for review.
- Parent(s) should be informed of the case put forward by the school and have an opportunity to challenge it.
- Both parties should be allowed to present their case without unreasonable interruption.
- Parent(s) should be able to bring a friend or adviser with them.
- All documents to be used in evidence should be distributed to all parties at least five working days before the hearing. If new material is introduced at the hearing, all parties must have time to consider it.
- No party to the hearing should be in the presence of the GDC unless the other party is also present. Everyone should feel that they have had a chance to put their case and have been listened to.

1.5 Independent reviews

ARK Schools is responsible for managing independent reviews against permanent exclusion and external agencies are used for this purpose.

The review must be heard within 15 school days from the date when the parent(s)/carers appeal. The independent review is normally attended by the Principal, lead academy staff member on the case, chair of the relevant GDC. The clerk may attend but plays no formal part in proceedings. Where the parent/carer has legal representation or it is considered appropriate on behalf of the academy, it may be agreed that the academy should also have legal representation. This will be arranged by ARK Schools.

IRPs cannot direct that a pupil is re-instated (as its predecessor could). IRPs powers are restricted to a) upholding the exclusion, b) recommending that the GDC reconsiders its decision and c) quashing the GDC decision and directing the GDC to reconsider its decision. If in the latter case, the GDC does not meet or maintains its original decision, there is a financial penalty.

1.6 Parallel police proceedings

The GDC has no power to delay a hearing beyond the statutory time limit because of police proceedings. If a permanent exclusion is upheld in these circumstances, the parent has 15 days to appeal to the IRP in the normal way.

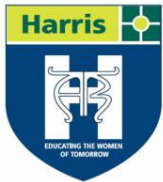
1.7 Required paperwork for GDC review meetings.

Guidance on exclusions will be issued for Principals and LGB members in September 2013. This will concentrate on the standard of paperwork required for GDC review meetings and should be referred to by Principals or those members of staff delegated with responsibility for investigating breaches of behaviour policies.

It is necessary to state here that students should only be excluded for a breach of the academy behaviour policy. That the appropriate exclusion letter and advice note should be sent to parents and copied without delay to ARK Schools. There should be no delays in gathering evidence and witness statements because the academy and ARK Schools is under a legal obligation to meet statutory deadlines imposed for governor review meetings.

1.8 Other relevant legislation

The Education Act 2002 as amended, The School Discipline Regulations 2012, The Education and Inspection Act 2006, The Education Regulations 2007 (provision of full time education for excluded pupils) Sex Discrimination, Race Relations, Human Rights and Equality legislation. SEN guidance.



BEHAVIOUR FOR LEARNING POLICY

The Principles:

1. The Governing Body of the Harris Academy of Bermondsey believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary. It seeks to create a caring learning environment in the Academy by:
 - Promoting good behaviour and discipline;
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - Ensuring fairness of treatment for all and accepting their differences
 - Encouraging consistency of response to both positive and negative behaviour;
 - Promoting early intervention;
 - Providing a safe environment free from disruption, violence, bullying and any form of harassment; and
 - Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures.

Roles and Responsibilities:

2. The Governing Body will establish, in consultation with the principal, staff and parents, the policy for the promotion of positive behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is nondiscriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.
3. The Principal, through the Progress Leaders and Subject Leaders, will be responsible for the implementation and day-to-day management of the behaviour policy and procedures. The principal will provide support for staff faced with challenging behaviour from students.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
6. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy.

7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures:

8. The procedures arising from this policy will be developed by the principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the Academy has a responsibility towards the whole community.

Recognition of Positive Behaviour:

9. An Academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions:

10. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and the consistent use of these will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training:

11. The Governing Body will ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy

Interrelationship with other Academy policies:

12. In order for the behaviour policy to be effective, a clear relationship with other Academy policies, particularly equal opportunities, special educational needs and anti-bullying has been established.

Involvement of outside agencies:

13. The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Policy monitoring, evaluation and review

14. Managers at all levels will undertake systematic monitoring and conduct annual reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The principal will keep the Academy Governing Body informed of the outcomes of this review.
15. The policy will be reviewed every year by the relevant Governors' Committee in order to make additions, deletions or amendments to the document in the light of both national and local changes. The policy will be promoted and implemented throughout the Academy.

Based upon guidelines NASUWT/SHA



Harris Boys' Academy
East Dulwich

Enterprise and Sport

POLICY DOCUMENT

BEHAVIOUR FOR LEARNING

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BEHAVIOUR FOR LEARNING POLICY

MISSION STATEMENT

“HBAED will be an inspirational centre of enterprising learning where staff and students will embrace the opportunities and challenges of learning, continually striving to exceed their personal best and enjoy social, sporting, artistic and academic success”

In the light of this

- HBAED will build an educational community that is strongly focused on raising aspirations and achievement. We will aim to find at least one thing which every boy is good at and which can be used to encourage and develop his potential.
- Students and staff will together strive for excellence by continuously improving on their personal best.
- Students will be equipped appropriately with the skills and competencies required for life in the 21st century, with a clear focus on mastery of the basic skills of literacy, numeracy and ICT at defined transition points.
- Everyone at the Academy will be an effective learner responsible for his/her own development and learning.
- Team leadership and membership, and opportunities to be coaches and be coached, will secure continuous improvement throughout the Academy.
- Creativity, innovation, problem solving and risk taking will be features in all aspects of Academy life.

HBAED will build an educational community that is welcoming, well ordered, and inclusive and in which diversity is celebrated.

HBAED will maximise the learning of boys, based on best educational practice and gender influenced preferred learning styles from 11 to 16, and develop appropriate co-educational approaches in collaboration with HGAED at post 16.

SECTION 1

- STATEMENT OF PRINCIPLE
- AIMS
- OBJECTIVES
- TAKING ACCOUNT OF INDIVIDUAL NEEDS
- OTHER CONSIDERATIONS
- RECORDING UNSATISFACTORY BEHAVIOUR

STATEMENT OF PRINCIPLE

In order to reflect and realise the values expressed in the Mission Statement our expectations explicitly include the highest standards of behaviour, courtesy, respect for persons and property and the effective use of time and talent. These expectations relate to behaviour both within and outside the classroom, apply to all members of the learning community and are clearly summarised in Student's Planners, Staff Handbook and Home Academy Agreement

AIMS

The aims of the Behaviour for Learning Policy are to:

- Determine the boundaries of acceptable and unacceptable behaviour, the graduated responses regarding rewards and sanctions and how these responses will be fairly and consistently applied by all
- Provide a safe, purposeful and calm environment for learning , enabling teachers to teach and all to learn, free from disruption, violence, bullying and any form of harassment
- Encourage positive relationships between staff, students, parents & carers and other stakeholders and agencies
- Ensure a range of early intervention strategies are in place to both support good behaviours and challenge poor behaviours and help reduce the risk of both fixed and permanent exclusions
- Make the policy clear easy to follow and be available for all parents as required by law (*a copy shall be held in reception and on the Academy web site for parent access*)

IT IS APPROPRIATE TO READ THIS POLICY IN CONJUNCTION WITH OTHER, RELATED ACADEMY POLICIES, FOR EXAMPLE

- DRUGS POLICY
- HOME ACADEMY AGREEMENT
- PROTOCOL FOR SEARCHING STUDENTS
- PROTOCOL BETWEEN HBAED AND METROPOLITAN POLICE
- USE OF RESTRAINT

OBJECTIVES**STUDENTS:**

All students will follow the agreed Code of Conduct. This Code comprises Academy expectations both within and outside the classroom, Equal Opportunities Statement, Safety Rules for all and should also be read in conjunction with Home / Academy Agreement.

STAFF

Teachers will be expected to model good practice in support of the behaviour policy demonstrating:

- **High expectations:** Help students understand the boundaries for attendance, behaviour and levels of work
- **Early intervention:** Prompt intervention will help to prevent further escalation of attendance, behaviour or underachievement. Ensuring the students understand this will not be tolerated and action will follow where required
- **Positive Behaviour Management:** Using agreed techniques of positive assertive discipline to help students recognise what good behaviour is.
- **Identifying Issues:** Prompt investigation into why a student has misbehaved. Are there issues accessing the curriculum? Is there literacy or numeracy weaknesses requiring additional support? Each member of HBAED is responsible for seeking the appropriate support for a student who needs additional support
- **Rewarding Achievements:** Positive recognition of students, classes and groups achievements in attendance, behaviour and attainment through Harris Points, certificates or prizes
- **Learning Support:** Provide assistance with 'Learning to Learn' techniques. Ensuring each student understands how to access the intended knowledge or skill expected.
- **Providing Support Time:** Provide activities or time for students to receive extra support or opportunities to extend their engagement through catch up clubs, extension clubs or detention to ensure all reach the intended objectives
- **Sanctions:** HBAED staff members must always abide by the agreed sanctions process, applying the appropriate sanction consistently to punish any inappropriate behaviour, attendance or lack of work.

PARENTS

Parents are members of the Academy family. Each parent will be expected to fulfil their role in support of the Academy behaviour policy.

Parents will be expected to:

- Support student attendance by helping to organise their morning routines; ensuring uniform is correct, bags are packed and students arrive on time consistently
- Support good behaviour through the re-enforcement of the expected levels of behaviour within the Academy

- Attend all Parents Evenings to review student attendance, behaviour and attainment
- Attend all Parent teacher meetings to discuss any attendance, misbehaviour or attainment issues
- Read, sign and return any letter forwarded to parents informing of any attendance, misbehaviour or attainment issues
- Support all Academy decisions in support of their child's education and welfare

GOVERNORS

Governors will be expected to:

- Review and ratify the behaviour policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (*Further guidance can be found in the DCSF publication 'A Guide to the Law for School Governors'*)
- Attend Academy Governor Open Days to observe and monitor the implementation of the behavioural policy
- Attend all necessary meetings for pre and post exclusions

OTHERS

Any adult employed directly or indirectly will be expected to uphold the Academy behaviour policy.

E-Safety

HBAED will take action against students who break our E-Safety rules. If students put at risk their own or others safety through their unsafe use of social media and ICT the Academy will take action. The Academy has a locked down system so that students remain E-Safe onsite and to help students focus on their learning. This does not mean that students are not made aware of E-Safety or taught about the risk they could face using internet or social media while offsite. The students are also made aware of how to raise E-Safety concerns so that the Academy can take action to make sure they and others remain safe.

TAKING ACCOUNT OF INDIVIDUAL NEEDS

The following groups of vulnerable pupils may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Children looked after by the local authority
- Sick children
- Young carers
- Children from families under stress
- Any other pupils at risk of disaffection and exclusion

RESPONSES TO MISBEHAVIOUR

Sanctions must be used when appropriate in accordance with the guidelines set out in this Behaviour Policy document.

HBAED staff should be consistent in accordance with policy, fair and deliberate in their use of sanctions to support the behaviour of the students.

HBAED teachers and support staff are expected to deal with the following in the first instance:

- Attendance and punctuality
- Uniform violation
- Manners and bad language
- Respect to one and other
- Lack of equipment
- Organisation or lack of work
- Quality of work
- Lack or quality of homework
- Bullying
- Physical violence
- Litter
- Eating outside of designated areas
- Use of a banned electronic device

HBAED staff must address any flouting of the expected behaviour listed above. Initially staff members should aim to deal with the situation as they arise.

Student behaviour must be addressed and given the appropriate guidance to correct the misdemeanour or dealt with using an appropriate sanction.

Referral should only be taken when the staff member has dealt with the situation and one of the following has happened:

- After investigation it is deemed the need to be escalated to the appropriate senior manager
- The student has not responded accordingly to the teachers instructions
- The student is a repeat offender

There are times when a staff member may need to refer the situation at hand directly to a senior manager.

All staff should refer students to a senior manager for the following behaviour:

- Use of obscene / offensive or racist language to any member of the Academy community
- Bullying of any form; race, religious, homophobic, sexual, sexist, toward SEN or disabled students and cyber-bullying
- An assault on any member of the Academy community
- Fighting
- Theft
- Vandalism
- Truancy
- Wilful disobedience
- Smoking, drug or alcohol abuse
- Suspected possession of a weapon

Any staff member who is not sure how to proceed with a behaviour or disciplinary situation or issue must seek support from a senior manager.

RECORDING UNSATISFACTORY BEHAVIOUR

In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve his behaviour in future.

All HBAED staff must therefore record the details of unsatisfactory behaviour.

This will take place in the following manner:

MINOR ISSUES

These will be recorded in the student planner to demonstrate to the tutor, parent and other staff members. They should also be recorded in E-Portal as WWs. They will be for:

- First time classroom based behaviour issues that require a maximum of 20 minutes detention such as:
 - First time homework failure
 - Speaking in line up
 - Speaking in class
 - Dropping litter
 - Missing PE kit (that does not prevent participation in lesson e.g. missing socks)
 - Bad manners

MAIN ISSUES

Any issues deemed to be in-line the bulleted list below or requiring any form of referral **must** be recorded in the Academy E-Portal system by all staff members:

- Repeated classroom based behaviour that has previously be awarded a 20 minutes detention
- Classroom behaviour requiring a Subject Leader or Friday SLT detention
- Use of obscene / offensive or racist language to any member of the Academy community
- Bullying of any form; race, religious, homophobic, sexual, sexist, toward SEN or disabled students and cyber-bullying
- An assault on any member of the Academy community
- Fighting
- Theft
- Vandalism
- Truancy
- Wilful disobedience
- Smoking, drug or alcohol abuse
- Suspected possession of a weapon

Each Monday the Data Manager will produce a report indicating the number of incidents logged in each tutor group and faculty.

Actions

Form Tutor

Any student who has 6 WWs should be placed on Tutor Report. Parents must be informed by a letter and a phone call.

Subject Leader

Any student who has received 3 SL detentions from that area should be placed on a Subject Report. A parental meeting should be held with a follow up letter.

Assistant Principal / Head of House

Any student who has received 3 Friday SLT detentions should be placed on SLT Report. A parental meeting should be held with a follow up letter.

All the above actions should be recorded on E-Portal as behavioural events.

Students will be dealt with in accordance with the sanctions procedures detailed within section 2 of the Behaviour Policy

OTHER CONSIDERATIONS

Teachers should also consider whether a COP referral may be appropriate. This should be passed directly to the Learning Support Leader (*who must record the details in the E-Portal database*). In some cases a number of entries into the Conduct Log may lead to a COP response.

SECTION 2 - STUDENT BEHAVIOUR PROCEDURES

- CODE OF CONDUCT
- UNIFORM AND APPEARANCE
- BEHAVIOUR TO AND FROM THE ACADEMY
- ACADEMY DAILY ROUTINES / EXPECTATIONS OF STAFF & STUDENTS
- PROPERTY AND THE ACADEMY ENVIRONMENT
- SEARCHING STUDENTS
- CONFISCATED ITEMS
- USE OF REASONABLE FORCE
- DISPOSURE OF FALSE ALLEGATIONS AGAINST STAFF
- ACCEPTABLE USE OF THE INTERNET
- BULLYING
- EQUAL OPPORTUNITIES STATEMENT
- TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS
- HOME / ACADEMY AGREEMENT

SECTION 2

Students must recognise that all members of the Academy Community are entitled to expect courtesy and respect. Therefore all students must abide by the Students' Code of Conduct.

All students are expected to take pride in their appearance and must attend the Academy on time and in full and correct Academy uniform.

STUDENTS' CODE OF CONDUCT

Students must

- Attend the Academy each day and on time
- Wear all aspects of the Academy uniform at all times and in the appropriate way

Students are required to:

- Ensure they do not swear or insult others
- Understand that every pupil has the right to come to school to learn
- Not disrupt the learning of others
- Not prevent the teacher from being able to teach
- Raise their hand in the classroom if they wish to speak or answer a question
- Never fight or use physical violence
- Ensure all classrooms and common areas are left clean and tidy
- Never bring chewing gum into the Academy
- Never eat in any other area other than the designated Dining Room area
- Never wilfully damage Academy property or equipment
- Move around the Academy in a quiet and sensible manner
- Never run in corridors it is expressly forbidden
- Never bring an item not listed in the Academy Uniform and Equipment list into the Academy

All students are expected to achieve their "personal best". This means that students must take pride in all their work and make the most of all learning opportunities.

Students are required to:

- Attempt all homework to the best of their ability and hand all homework in on time

- Have an excellent attendance record and should only be absent from school for a genuine reason
- Explain any absence and bring a parental note on their return to school

All students are expected to behave in a sensible and considerate manner when travelling to and from the Academy.

Students must:

- Travel directly to and from the Academy **only**
- Use the designated bus stop KS3 immediately outside the Academy KS4 further down the road (past Barry Road) KS4 students may only use KS3 bus stop if travelling with a KS3 sibling
- Students must not congregate at any location whilst travelling to and from the Academy
- **Students must go straight home and change out of the Academy uniform**
- **Students must not go into any shops whilst in Academy uniform**
- Students must never behave poorly towards members of the local community

Finally, no member of the Academy community should be made to feel unhappy or excluded due to the actions of another. Each member of the community should be responsible for the way we treat each other

UNIFORM AND APPEARANCE

The Academy uniform will be instantly recognisable to the local community.

Therefore all students must wear the full uniform in the correct way and with pride. This includes having the Academy kit and clothing for PE or extension lessons.

Simple plain black shoes are to be worn. No tags, images, letters or signs are permitted on the Academy shoes.

Appropriate trainers may be brought to the Academy for use at break or lunch times.

Trainers must not be worn whilst travelling to and from the Academy.

Coats / Jackets must be black or dark blue without any large logos. No tags, images, letters or signs are permitted on the Academy coat / jacket.

Coats / Jackets should not be a combination of cardigan and coat thus looking like any form of hooded top.

Any student who does not have the appropriate uniform must bring a letter to their Form tutor.

Students who do not have the appropriate uniform will be dealt with according to the Uniform Policy.

Student appearance must always be impeccable. This includes hair styles and jewellery.

Students must **not** wear any extreme or potentially offensive hairstyles.

Hair must:

- Never be totally removed (to leave a bald head thus excessively short)
- Never have any form of shaving, tram line or pattern
- Never be longer than fringe level at the front
- Never be longer than neck length at the back and sides
- The Academy will insist that any hair deemed to be too long must be tied back in one single bunch at the back of the head

The Academy reserves the right to determine the acceptance of any hair styles deemed outside of the rules stated above and insist on the immediate corrective action.

JEWELLERY

There is no reason for any student to wear jewellery (except religious reasons).

Students will therefore only be allowed to wear the following pieces of jewellery

- A watch the Academy deems appropriate

Students are not permitted to wear any other form of jewellery or watch type.

Watches that are deemed inappropriate (diamond or bling type) will be confiscated and returned to the student according to Academy policy.

Students deemed to have unacceptable uniform or hair standards could result in student isolation or being sent home.

MOBILE PHONES, I-PODS AND OTHER ELECTRONIC EQUIPMENT ARE NOT PERMITTED

Mobile phones, I-pods and other electronic equipment **are not permitted.**

Students are permitted to use a USB pen drive to save and transport Academy work to and from home.

Any electronic device other than a standard USB pen drive will be confiscated and returned to the student according to Academy policy.

BEHAVIOUR TO AND FROM THE ACADEMY

Students are the Academy's public face. The local community will create an opinion of the Academy based partly on the student behaviour whilst in uniform and out in the community.

Therefore students travelling to and from the Academy must behaviour in a sensible manner that will not bring the Academy name into disrepute.

Students must be:

- In the correct uniform at all times during their travel

- well mannered
- Calm and well behaved
- Ambassadors for the Academy

Students are not permitted to congregate in large groups whilst travelling to and from the Academy.

Students must travel straight to and from the Academy without detouring unnecessarily. This especially includes travelling to local schools within a group.

Students are not permitted to enter any shops whilst in Academy uniform as this would be deemed as a detour and result in punishment.

The Academy will review all incidents of bad behaviour, while in uniform and in the vicinity, as a poor representation of the Academy, Bullying of any form and any other incident reported by a member of the community will be investigated thoroughly. We reserve the right to share photographs with specific members of the local community to support positive behaviour to and from the Academy and in the local area.

The Academy will use the full range of disciplinary actions up to and including permanent exclusion where poor behaviour brings the Academy into disrepute within the local community.

The content of the Policy is fully applicable to actions to and from the Academy, as well as actions within the Academy, while in Academy Uniform or when representing the Academy at Academy events in own clothes.

ACADEMY DAILY ROUTINES / EXPECTATIONS OF STAFF & STUDENTS

If all members of the Academy Community follow these clear procedures and routines then the Academy will function as it should and all pupils will be clear about what is expected of them each and every day

BEFORE START OF ACADEMY DAY AT HARRIS BOYS' ACADEMY, EAST DULWICH

- Students will have access to the playground from 7.30 until 8.05am with a member of staff on duty
- At the sound of the whistle students will line up in the designated location in silence, in Faculty order.
- All class teachers / Duty staff will check Academy Uniform, planners and cards. A lack of any of these items will result in a one hour detention set by the HoH, AP or SLT
- Students without appropriate uniform will be dealt with according to the Uniform Policy
- Students will then enter the Academy with the appropriate Form Tutor
- All students who are going direct to PE / Sports venue must ensure they have the correct kit with them (students without appropriate Uniform will be dealt with in accordance with the Uniform Policy) and their attendance recorded. The register must be passed to the Attendance Officer prior to leaving the Academy and entered into the C-MIS Attendance system by the Attendance Officer

ASSEMBLY DAYS

Form tutors will meet the students at a designated position.

- Students will line up in the designated area in front of the Form tutors in silence, single file and alphabetical order
- All students will be escorted by their Form tutors in silence, single file and alphabetical order into the Assembly Hall
- All Form tutor groups will sit in the designated location and seat for each Assembly
- Form tutors will check student uniform and deal with any issues according to the Uniform Policy

IN FORM TUTOR CLASSROOMS

Form tutor time will be a period for each student to learn.

Each Form tutor will organise this period in accordance with the key points listed below to ensure consistency across every Form tutor group within the Academy.

- All students must bring the following list of equipment to the Academy each day
 - Reading book
 - A pencil case with the following: Pen, Pencil, Ruler, Rubber, appropriate mathematical equipment
 - PE Kit (only on PE days)
 - A suitable bag to carry the equipment
- All students should go directly to the designated seat, place planners/ reading book and pencil case on desk and remain standing
- Students should sit at their desks and read in silence
- Form tutors must complete the daily equipment check. Students without the correct equipment will be given a Form tutor break / lunchtime detention
- The Form tutor may engage with individual students to complete other activities during this time when necessary
- The Form tutor classroom must be left in good order for the next class and seats must be tucked under desks
- The Form tutor will dismiss students row by row to ensure an orderly exit from the classroom

AT LESSON CHANGE

- Staff must be on corridors and / or at Classroom Doors monitoring behaviour to and from lessons
- Students must walk purposefully (not run) to their next lesson, keeping to the **left** hand side of the corridor / stair well at all times
- Students must walk around the corridors and stair wells sensibly
- Students must go directly to lessons and should not visit toilets, medical room (unless emergency), reception or other staff during this time
- Students must have an Out of Lesson Pass when on the corridors. If they are not in possession of a pass they will be sent back to their lesson
- Students must not eat or drink between lessons or at any time other than designated break and lunch times and in designated areas
- Staff members must deal with any issues arising following the sanctions section of this document

AT START OF LESSON

All students should:

- Students should arrive to lessons on time in full and correct uniform
- Teachers should be at their classroom doors to greet students, to check uniform and invite them to enter. **This must happen at every lesson**
- Enter the room in silence and go directly to the designated seat, place planners, text books and pencil case on desk

BREAK AND LUNCHTIMES

Students must behave sensible during their break and lunch periods.

Students will have free time to play in the grounds. Students must play sensibly, never play fight or be involved in and unnecessary form of physical contact.

Play fighting is strictly prohibited and will be dealt with immediately. This may result in break / lunchtime isolation and Friday SLT detentions.

Students should use this time to go to the toilet, eat food (in the appropriate location), play or use the facilities on offer to complete work, or private study.

PROPERTY AND THE ACADEMY ENVIRONMENT

Students will respect their environment and protect their property.

Students must never litter, graffiti or damage our Academy building in any way.

Personal property should only consist of uniform, books, lesson equipment, sports kit, coat and a watch.

All personal items should have a name tag attached to ensure easy identification.

SEARCHING STUDENTS

The Principal of the Academy, or staff delegated by him have the authority to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for are knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images or any items that the staff member reasonably suspects has been or is likely to be used

- a) to commit an offence
- b) cause personal injury to, or damage to the property of, any person (including the student)

Academy staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline

Please note that mobile telephones are banned or prohibited items at Harris Boys' Academy, East Dulwich.

Please see Appendix 1

SEARCHING STUDENTS – HEADTEACHERS' POWERS**Searching Students – Teacher Powers**

Relates to:

- Education Act 1996/2011
- Education and Inspections Act 2006;
- The Schools (Specification and Disposal of Articles) Regulations 2012;
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and
- Health and Safety at Work etc. Act 1974

Searching with consent

- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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:
 - i. to commit an offence
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)

Also note:

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What can be searched for:

1. Knives or weapons, alcohol, illegal drugs and stolen items; and
2. Tobacco and cigarette papers, fireworks and pornographic images; and
3. 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 property; and
4. Any item banned by the school rules which has been identified in the rules as an item which may be searched for⁸.

Can I search?

Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

Under what circumstances?

1. You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
2. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

1. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note:

The law also says what must be done with prohibited items which are seized following a search.

The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

Legal requirements of a search

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Metal detectors

Schools can make pupils go through a metal detector - they don't have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they can be stopped from coming into school.

Authorising members of staff

1. Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
2. Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
3. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
4. A headteacher can require a member of the school's security staff to undertake a search.
5. If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

Establishing Grounds for a search

1. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the

search should bear in mind that a pupil's expectation of privacy increases as they get older.

3. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
4. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item¹⁰.

Searching for items banned by schools

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

The school rules must be determined and publicised by the head teacher in accordance with section 89 of the Education and Inspections Act 2006. In the case of Academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – a guide for head teachers and school staff' via the link under associated resources.

Location of search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
2. The powers only apply in England.

Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

1. Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
2. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

1. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.
2. Separate advice is available on teachers’ power to use force – see associated resources section below for a link to this document.

Confiscation

What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

1. The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a ‘without consent’ search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified in paragraph 3 (1-4) on page 4) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find 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 person 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 schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- 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.
- 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 school 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 an offence must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

1. It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State¹¹:
2. In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
3. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
4. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory guidance for dealing with electronic devices

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State¹² when determining what is a “good reason” for examining or erasing the contents of an electronic device:

In determining a good reason to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Staff Training

1. When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Informing Parents, dealing with complaints

1. There is no legal requirement to make or keep a record of a search.
- 2.
3. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
4. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

I'm a teacher - can I refuse to search a pupil without their consent?

Yes. A headteacher cannot require a member of staff to conduct a search. In order to conduct a search without consent, a member of staff must be authorised to do so. Staff can choose whether they want to be authorised, or not.

Is there a risk that I could face legal challenge if I search a pupil without consent?

Headteachers and authorised school staff have a specific statutory power to search pupils without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items. As long as the member of staff acts within the limits of this specific power they will have a robust defense against a legal challenge.

CONFISCATED ITEMS

Any item not listed within this policy or the Academy published uniform and equipment list may be confiscated from a student.

The teacher will decide when or if to return the confiscated item.

The Academy will not accept any responsibility for loss of confiscated property as detailed in the Behaviour and Discipline for School guidance booklet (*guidance Handbook for Headteachers*.) Any item deemed to be a weapon or knife will be handed to the Police and may result in Police action.

USE OF REASONABLE FORCE

ALL STAFF RECEIVE TRAINING ON THE USE OF FORCE AND RESTRAINT AND SAFEGUARDING FROM THE VICE PRINCIPAL(BEHAVIOUR)

Introduction – The Law

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a. Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b. Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This does not advocate or allow the use of corporal punishment in any circumstances. Nor does it allow for any teacher or member of staff to use any degree of physical contact which is deliberately intended to punish a student or cause pain injury or humiliation.

Use of Force in the Academy

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder in a school, force is used for two main purposes – to control pupils or to restrain them the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where the Academy may use reasonable force.

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts.

The Academy will not

- use force as a punishment - it is always unlawful to use force as a punishment

All Academy Staff are briefed on the use of reasonable force by the Academy Police officer.

Further details and clarification of the 'Use of Reasonable Force' can be found in the Academy training booklet titled **'The Use of Force to Control or Restrain Students'**

DISCLOSURE OF FALSE ALLEGATIONS AGAINST STAFF

Any student who is found to have made a false allegation against a member of staff at the Academy will be punished accordingly.

This may result in fixed or permanent exclusion.

ACCEPTABLE USE OF THE INTERNET

Students are provided with supervised access to the Internet.

All students and parents will sign an agreement to use this facility responsibly.

Students must use the Internet for Academy work, revision or research only.

The facility must not be used for any other reason such as social networking chat rooms or cyber-bullying.

Students must not use any social media to contact individual members of the Academy or use this to bring the Academy name into disrepute.

Students not complying with the published and signed Internet protocol will have their Internet access removed and face further consequences (*further details can be found in the Academy Internet Policy*)

BULLYING

Harris Boys' Academy East Dulwich is committed to providing a caring and safe environment for all students so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in our Academy. If bullying does occur, all students should feel able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

Students found to be bullying will be dealt with accordingly which may result in exclusion (*further details can be found in the Academy Anti Bullying Policy*)

EQUAL OPPORTUNITIES STATEMENT

The Governors and staff of Harris Boys' Academy East Dulwich are committed to ensure equal opportunities for all to succeed.

Harris Boys' Academy East Dulwich is committed to monitoring and promoting the achievement of all ethnic groups as described in the Race Equality, Equal Opportunities and Inclusion Policy.

The Academy will work toward

- Eliminating any unlawful racial discrimination

- promote equality of opportunity and good relations between people of different racial groups
- assess the impact of school policies on pupils, staff and parents of different racial groups
- monitor the operation of the school's policies and their impact on pupils of different racial groups
- take reasonable steps to make available the results of its monitoring
- promote equality of opportunity between disabled people and other people
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

HEALTH & SAFETY RULES

The Health and Safety rules **must** be followed at all times by all students:

- do not run about or play in corridors or stairs
- do not enter any classroom, laboratories, any Technology, Art or Sports area without a teacher's permission
- you are not allowed to work in any area of the Academy without the direct supervision of a member of staff
- always wear safety clothing and equipment when instructed
- always carry any bags with you
- ensure bags, coats and other personal items are clearly labelled
- do not leave bags or other personal items lying around anywhere
- when moving throughout the Academy building always keep to the left, keep calm and do not push
- in the event of the Fire alarm being sounded listen carefully to the teacher or other staff members' instructions

TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

HBAED staff members will follow the guidelines and protocols when dealing with any unsatisfactory behaviour. On occasion staff members may deal with a situation which requires consideration of individual student needs.

The following are examples of unfortunate situations which HBAED will work to avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate responses described here contravene legislative requirements and could result in the Academies actions being subject to challenge.

STUDENTS WITH SPECIAL EDUCATION NEEDS

1. STUDENTS WITH SPEECH AND LANGUAGE DIFFICULTIES

NEGATIVE STRATEGY

- A student is admonished for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties, and cannot process complex language

POSITIVE STRATEGY

- A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them

2. STUDENTS ON THE AUTISTIC SPECTRUM

NEGATIVE STRATEGY

- A student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The student has no sense that such comments can be hurtful and should be avoided

POSITIVE STRATEGY

- A more appropriate response would be for the adult to tell the student that the comment was hurtful and inappropriate, to inform the student's key worker or the SENCO, but not apply a sanction

CULTURAL DIFFERENCES

NEGATIVE STRATEGY

- A student is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this student's culture it is considered disrespectful to look an adult in the eye.

POSITIVE STRATEGY

- A more appropriate response would be to ask the student if there is a reason for this. Then understand that the student was attempting to show respect whilst being told off

LOOKED AFTER STUDENTS

NEGATIVE STRATEGY

- A looked-after student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the student had been told by his social worker the night before

that his foster family could no longer keep him and that he would shortly be moving to another family and school

POSITIVE STRATEGY

- A more appropriate response would be to use a pre-agreed means for the student to take himself to a place where he could calm down, and if necessary talk to a sympathetic listener
- The student will still be dealt with accordingly for their outburst but the information should be considered when selecting the appropriate sanction

REFUGEE STUDENTS

NEGATIVE STRATEGY

- A refugee student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other students laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time

POSITIVE STRATEGY

- A more appropriate response would be to let the class know there are special circumstances and offer the pupil re-assurance and support

TRAVELLERS

NEGATIVE STRATEGY

- A Gypsy/Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when he had not previously had expectations made clear to him, had no intention of being rude but was simply using the register considered appropriate in his culture

POSITIVE STRATEGY

- A more appropriate response would have been to explain and demonstrate to the student what is expected in school, and consider involving the Traveller Education Service in providing support

SECTION 3 - SANCTIONS

- SANCTIONS
- ISOLATION
- EXCLUSION

SANCTIONS

This section of the behaviour policy will detail the specific structures in place for dealing with behavioural issues and the processes staff members will be required to go through.

There are a number of principles that must be followed by all staff members:

Under **No** circumstances should any student be put outside the classroom or into the corridor. Teachers must follow the Academy '3 Strike Policy', Verbal Warning, Written Warning, Action

Action can be:

- removed to another teachers classroom for a short period of time (e.g. removed to prevent escalation of an issue)
- removed to the Subject Leaders classroom or office (e.g. removed to prevent escalation of an issue)
- in limited cases, the use of "On Call"

If a staff member deals with an issue outside of their classroom they will take responsibility for applying the Behaviour Policy to the incident at hand ensuring the incident is dealt with accordingly or referred to the appropriate senior leader.

There will be six stages to the sanctions section of the Behaviour Policy

SECTION A

- Referrals

SECTION B

- Detention Processes

SECTION C

- Use of Subject and Daily Report Cards

SECTION D

- Isolation Room

SECTION E

- Internal Exclusion Room

SECTION F

- Exclusion

SECTION A: REFERRALS

Section A deals with any issue that requires referral to a more senior member of staff.

All information regarding the incident must be recorded via two stages:

1. The teacher making the referral enters the incident into an email and sends **before the end of the day** of the incident occurring. This must include:
 - The date of the incident
 - The time of the incident
 - The location of the incident
 - The type of incident
 - Incident notes (**Full sentences no abbreviations, slang, preferred name, or short hand notes**)

2. Senior member of staff dealing with the referral completes the sanctions section of the incident entry and ensure all details are recorded appropriately. This includes:
 - Method of parent contact
 - Incident referral details
 - Actions taken
 - Date of action
 - Any attached letters, documents, images or notes

***The Senior member of staff dealing with the incident must ensure the entry has taken place; it has been completed and where needed, instructed the member of staff making the referral to complete any other actions.**

SECTION B: DETENTION PROCESSES**Stage 1: Class detention**

Teachers may issue a class detention when a child misbehaves and or underachieves in lesson.

Students may be detained for 20 minutes without providing the parents with prior notification.

The details of the detention and reason why **must** be must be written clearly in the planner

Stage 2: Subject Leader Detention

Teachers may refer a student for a 45 minute Subject Leader detention providing the parent with 24 hours notice.

The teacher will refer a student for a Subject Leader detention for two reasons:

- A behaviour incident or underachievement

- Failure to attend the detention or,

- Accumulation of three teacher detentions in any one term

Any referral for a Subject Leaders detention must be recorded in three locations:

1. The student planner
2. The E-Portal behaviour system
3. The Subject Leader should email the Academy Secretary to ensure that the detention is booked in on the log and that a letter is sent home

Stage 3: Friday SLT Detention

Subject Leaders may refer a student for a one hour Friday SLT detention.

The Subject Leader will refer a student for a Friday SLT detention for the following reasons:

- Serious behaviour incident or underachievement
- Failure to attend the detention or;
- Accumulation of three Subject Leader detentions in any one term
- They will also be given for a lack of equipment or being late to the Academy.

Any referral for a Friday SLT detention must be recorded in three locations:

1. The Student Planner
2. The E-Portal behaviour system
3. The Assistant Principal should email the Behaviour Centre Assistant to ensure that the detention is booked in on the log and that a letter is sent home

AP, designated SLT may contact the parent by telephone or the planner to inform parents of the detention but a letter must still be posted.

A Friday SLT detention may be awarded to any student placed in the Isolation room. Note: Students sent to the Isolation for a second and subsequent times will receive a two hour Friday SLT detention.

Stage 4: Vice- Principal's Detention

AP or HoH may refer a student for a two hour Vice – Principal's detention.

The AP or HoH will refer a student for a detention for two reasons:

- Serious behaviour incident or underachievement
- Failure to attend the detention or;
- Accumulation of three AP or HoH Detentions in any one term

Failure to attend or two Vice – Principal's detentions may lead to a Principal's detention or Fixed Term Exclusion.

Any referral for a Vice – Principal's detention must be recorded in the E-Portal system and a meeting must take place with the parent or carer.

The details of the detention must be entered into the E-Portal system by the AP or HoH, a letter must be forwarded to the parent / carer and a copy of the letter attached to the incident record.

The student name must finally be entered into the whole Academy detention log (Vice Principal's section)

The AP or HoH may contact the parent by telephone to inform parents of the detention but a letter must still be posted.

The Vice - Principal must ensure the teacher referring the detention has entered all details in the E-Portal system.

Stage 5: Principal's Detention

Only the Vice- Principal may refer a student for a Saturday morning Principal's detention.

The Vice - Principal will refer a student for a detention for two reasons:

- Serious behaviour incident or underachievement
- Failure to attend the detention or;
- Accumulation of two Vice - Principal detentions in any one term

Failure to attend or a Principal's detention will lead to Fixed Term Exclusion

Any referral for a Principal's detention must be recorded in the E-Portal system and a meeting must take place with the parent or carer.

The details of the detention must be entered into the E-Portal system . A letter must be forwarded to the parent / carer and a copy of the letter attached to the incident record.

The student name must be entered into the whole Academy detention spreadsheet . This will be done via the Behaviour Centre Assistant.

The Behaviour Centre Assistant / SLT must ensure all details have been entered into the E-Portal system.

EXCEPTIONAL CIRCUMSTANCES

On occasion it may be deemed necessary to detain a student for longer than 20 minutes on the day of a particular incident.

The Vice – Principal (*or Senior member of staff in his absence*) will be the only staff member other than the Principal who may grant permission to do this.

The parent must be contacted by telephone and the details of the incident and detention length explained to them.

In the event a parent cannot be contacted a message will be left on the phone numbers held by the Academy and a letter will be given to the student to take home. A letter will also be forwarded to the parent by first class post.

All details must be logged into the E-Portal behaviour system following the process detailed in Stage 4 above.

Note: Students placed in the Isolation room would be given an automatic one or two hour detention

DETENTIONS FOR LATE ARRIVAL

Students arriving late to the Academy (*without a note or valid reason*) will automatically be entered into a Form Tutor's detention lasting 20 minutes that same evening.

If a student has any subsequent lateness within the same week a 40 minute Form Tutor detention will then be sanctioned. This will be accompanied by a phone call home from the Form Tutor. 40 minute Form Tutor detentions can be sanctioned at the Form Tutor's discretion until he/she feels that it is not having impact then a Friday SLT Detention may be sanctioned.

SECTION C: USE OF SUBJECT AND DAILY REPORT CARDS

To support a students' behaviour for learning, report cards may need to be implemented.

The following members of staff may issue a report card:

- Subject Leaders
- Form Tutors
- AP or HoH
- Vice - Principal and Principal

Guidelines for the use of report cards

Report cards may be issued at three levels:

- Subject Level
- Form Tutor Level
- SLT Level

All report cards will detail the reason for the card being issued and the targets for the student to work toward.

Subject Leader Report Card

A Subject Leader in consultation with the SLT Line Manager may decide to place a student on Subject report.

This would happen where the student has misbehaved or underachieved in this subject area only.

Guideline for using the Subject Report Card

- The report card should be issued for a one week period to monitor the students progress
- The student and parent must be informed by the Subject Leader of the reason for the report and the expected targets to be reached
- The classroom teacher will hold the report within their teacher file and pass to the Subject Leader at the end of the report period
- The student must be reported to the Subject Leader when behaviour or quality of work is not deemed satisfactory, for further intervention
- The completed report card must be passed to Academy Office to be stored in the student file

Form Tutor Report Card

A Form Tutor in consultation with the AP or HoH may decide to place a student on Form Tutor report.

This would happen where the student has:

- Consistently been late for lessons
- Shown a lack of effort across the Academy
- Obtained several short detentions across the Academy
- Shown a lack of organisation or consistently forgets equipment
- Is behaving in a manner that concerns the Form tutor or AP Faculty Leader

Guidelines for using the Form Tutor Report Card

- The report card should be issued for a short period of time only. This should be for one week at a time. Further weeks should be decided upon at the end of each week not predefined.
- The student and parent must be informed by the Form tutor of the reason for the report and the expected targets to be reached
- The Form tutor will hold the report within their Form tutor file and pass to the AP Faculty Leader at the end of the report period
- The student must be reported to the AP Faculty Leader when behaviour or quality of work is not deemed satisfactory, for further intervention
- The completed report card must be passed to the AP Faculty Leader and stored in the student file

SLT RED REPORT CARD**Guidelines for using the SLT Red Report Card**

- The report card should be issued for a short period of time only. This should be for one week at a time. Further weeks should be decided upon at the end of each week not predefined.

- Parents must be called and informed of the reasons for the report card. The SLT member will decide if a meeting with the parents' is required
- The students must be informed of the reason for the report and the expected targets to be reached
- The student must report to the SLT member at the end of each evening to have the report signed
- Students who have any unsatisfactory behaviour or classwork recorded on the report card must be kept behind for up to 1 hour (*parents are informed of this arrangement prior to the report card start date*)
- Parents' must sign the report each evening to acknowledge the report details and contact must be made with the parents after the report process is completed
- SLT must consider the students' response to the report card and decide if further sanctions are required (such as AP , HoH, VP or P detentions)
- Students not responding to the report card must be referred to the Vice – Principal who will decide whether an IEP / PSP or further sanctions are required
- The completed report card must be stored in the student file

SECTION D: ISOLATION ROOM

Any student who does not respond to teacher instructions prevents learning from taking pace or becomes a health and safety issue may be removed from the classroom and placed into the Isolation room.

A teacher will use the Academy '3 Strike Rule' to provide the student the opportunity to correct their behaviour.

A teacher could use the strategies below before calling the On Call teacher except in extreme cases when the immediate removal of a student is required:

- removed to another teachers classroom for a short period of time (e.g. removed to prevent escalation of an issue)
- removed to the Subject Leaders classroom or office

The On Call teacher will remove the student to the Isolation Room and then decide the appropriate sanction to be used. The full range of sanctions will be available to the On Call teacher:

- Detention given and returned to the next lesson
- Allocated to the Isolation room for the rest of the
- Exclusion (**In accordance with the Exclusion Policy through discussion with the Principal or Vice Principal in his absence**)

The details of the referral must be entered into the E-Portal system by the Behaviour Centre Administrator, a letter must be forwarded to the parent / carer, AP and HoH, a copy of the letter is attached to the incident record and placed in the student file.

SECTION E: FIXED TERM INTERNAL EXCLUSIONS

INTERNAL EXCLUSIONS ARE USED “SPARINGLY”. ALL INTERNAL EXCLUSIONS MUST BE AGREED BY THE VICE PRINCIPAL OR PRINCIPAL

A student may be placed into the Fixed Term Internal Exclusion room for persistent, extreme or dangerous behaviour.

A student will be excluded from the main Academy and work will be supplied for the student to complete.

The student will take break and lunchtime within the exclusion room.

The length of time a student spends in the exclusion room will be decided upon by the Vice – Principal / Principal.

The details of the referral must be entered into the C-MIS system by the AP, HoH or Behaviour Centre Administrator. A letter must be forwarded to the parent / carer and a copy of the letter attached to the incident record and placed in the student file.

A parental meeting must take place to discuss the reason for the behaviour and express the seriousness of the behaviour.

The parent / carer must be made aware of the stage of the behavioural policy their child has reached and that exclusion may be the next step if the behaviour is repeated.

INTERNAL SANCTIONS CONCLUSION

Adherence to the above will ensure all necessary evidence is collected to ensure.

- that a pattern of behaviour be recognised
- that the AP or HoH will be aware when intervention is warranted, thus avoiding more serious consequences
- abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken
- **in the event of Exclusion all supporting material is available**

SILS / OFF SITE EDUCATION CENTRE

Where appropriate and places are available a student may be sent to the Borough Exclusion Unit or another appropriate provision for a fixed period of time.

Students returning from SILE/other off site provision will automatically be placed on a PSP to support their re-integration.

SECTION F: EXCLUSION

Before making the decision to exclude, the Academy will ensure that a **thorough investigation** has been carried out, including allowing the student to give his version of the events, seeking any **witness statements** and considering any evidence of provocation (racial, sexual or otherwise). Any record of previous misdemeanours will be taken into consideration and referred to in the correspondence to parent(s).

No student will be sent off site before the end of the day unless contact has been established with parents/guardians. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. At the point of exclusion, a letter will be sent home both by hand and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with parent(s) of the student informing them of the exclusion. All exclusions will be recorded in the Academy Exclusion Record by the **Principal's PA** and on the student's file. The CEO will be kept informed of fixed term exclusions and the Chairman of Governors and CEO will be informed promptly of all permanent exclusions.

The relevant LEA will be informed of all permanent exclusions.

EXTERNAL FIXED TERM EXCLUSIONS

Only the Principal or in his absence the Vice Principal, will have discretionary power to exclude any student for a fixed period.

For all fixed period exclusions **work will be set and marked by the Academy**. The responsibility for this rests with the student's AP or HoH

After the first exclusion, a student will normally be re-admitted by his AP or HoH following a meeting with parent(s) in which the Terms & Conditions for Re-admission are carefully explained to both the student and the parent(s). At this stage, the AP Faculty Leader will discuss the incident and any arising issues with the parent(s), this will be recorded on a Reintegration Contract which the parents and student will be requested to sign prior to re-admission. The AP or HoH may also hand to the parent (s) a Pastoral Support Plan which they and the student will be requested to sign prior to re-admission. A copy of all signed documents will be returned to the parent(s) as a record of the signed agreement.

The student will be issued with an AP or HoH report following the exclusion to monitor the student's reintegration into the Academy. The AP or HoH will decide the appropriate time to end the report card.

If a student has a second temporary exclusion, it is followed by a second Re-admission Interview, this time with a AP or HoH and Vice Principal, which will entail a parent(s) and the student being requested to sign a copy of a Reintegration Contract prior to Re-admission, this will include re-signing of the Home School Agreement and may include a Pastoral Support Plan. A copy of all signed documents will be returned to the parent(s) as a record of the signed agreement.

The student will be placed on Red Report to the AP, HoH, Vice Principal or Principal following the reintegration meeting.

If a student has a third temporary exclusion, it is followed by a third re-admission interview, this time with the Principal and Chief Executive, which will entail a parent(s) and the student being requested once more to sign a copy of a Reintegration Contract prior to Re-admission, this will include re-signing of the Home School Agreement may include a Pastoral Support Plan. A copy of all signed documents will be returned to the parent(s) as a record of the signed agreement.

FIXED PERIOD EXCLUSIONS OF FIVE DAYS OR LESS

The parent(s) may wish to make written representation to the Chair of the Student Discipline Committee about an exclusion. A parent(s) wishing to make representation should do so in writing within 5 Academy days of the date of notification via recorded delivery. Governors will respond as appropriate within 20 Academy days. The Chairman of the Student Discipline Committee has discretion as to whether to call a meeting or not. Whatever is done, will be recorded and placed on the student file.

If a meeting is held, it will be after the period of exclusion has been served. The parent(s) may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the exclusion.

The purpose of the meeting is to enable the parent(s) to be satisfied that his/her views have been heard and consideration given as to whether more information should be added to the student's record. The decision of the Student Discipline Committee will be final in respect of matters regarding temporary exclusions for fixed periods in any one term of 5 days or less.

In the event of a meeting being called, Governors cannot overturn the exclusion, but can add a note to the student file. The letter informing parent(s) of the exclusion will explain the procedure to make representations.

FIXED PERIOD EXCLUSIONS OF MORE THAN 5 AND LESS THAN 15 DAYS IN ANY ONE TERM

For an exclusion (or series of exclusions) of more than 5 days but not more than 15 days in any one term, the Governors meeting should take place between the 6th and 50th Academy day after the date of notification, if the parent(s) request it. The parent(s) must request an appeal within 5 Academy days of notification by recorded delivery.

Parent(s) and the Academy will be invited to present evidence. Governors will make a decision, which will be provided via the Clerk to Governors in writing to the parent(s) and posted within 5 Academy days after the meeting.

FIXED PERIOD EXCLUSIONS OF MORE THAN 15 DAYS IN ANY ONE TERM

For a fixed period exclusion (or series of temporary exclusions) adding up to more than 15 days in any one term, the panel must meet between 6 and 15 days from the date of exclusion – **whether the parent(s) request it or not.**

Parent(s) and the Academy will be invited to present evidence. Governors will make a decision which will be provided via the Clerk to Governors in writing to the parent(s) and posted within 5 Academy days after the meeting.

Where a student is excluded on a number of occasions, his situation will be reviewed leading to either the agreement of a pastoral support plan or permanent exclusion either on the grounds of their being a

serious one-off incident or on the grounds of persistent and defiant misbehaviour. The decision will be conveyed in writing and include details of the procedure for a parent(s) to follow in exercising his right of appeal against permanent exclusion.

OFF SITE PROVISION

When a student is excluded for 6 or more days, that starts with a home based exclusion of 5 days, then the Governing Body (or Local Authority in relation to a student excluded from a Pupil Referral Unit) must arrange suitable full time education for any student of compulsory school age. This provision must begin no later than the sixth day of the exclusion

STUDENT SUPPORT PROGRAMME FOLLOWING FIXED PERIOD EXCLUSION

All temporarily excluded students will be put on a Report in their re-admittance to Academy. This programme is intended to ensure the positive re-integration of students into the life of the Academy and improve behaviour.

STUDENTS AT RISK OF PERMANENT EXCLUSION

Students at risk of permanent exclusion must attend a meeting with the Principal / Vice Principal and the Governors with their parents / carers.

This meeting will explain the strategies the Academy will put in place to support the student in their re-integration into the Academy

Expectations of all parties will be agreed and then entered into the students PSP.

Failure to successfully meet the agreed PSP targets will result in a potential Permanent Exclusion

PERMANENT EXCLUSION

Only the Principal & Chief Executive of the Academy shall have the discretionary power to exclude permanently any student, after consultation with the Chairman of Governors. In exceptional circumstances, the Principal & Chief Executive may decide to take this course of action without the student having had any previous fixed term exclusions, for example for:

- Being in possession of an offensive weapon.
- Being in possession of or supplying drugs.
- Serious and ongoing bullying.
- Serious Assault on a student.
- Assaulting a member of staff.
- Extremely serious damage of Academy property or building.
- Sexual or indecent assault.

TO BE READ IN CONJUNCTION WITH OTHER SECTIONS OF THIS POLICY INCLUDING BEHAVIOUR TO AND FROM THE ACADEMY

When a student's behaviour record shows persistently high level misbehaviour, we will work fully with the student, parents and external agencies to prevent a decision on a permanent exclusion from occurring. This can take the form of:

- PSP being in place with appropriate mentor support, external agency support;
- Managed move procedure being investigated;
- Investigating alternative curriculum provision models, either full time or part time, on a temporary short term or long term basis, that might be more appropriate for the student's needs. This will lead to subsequent and structure reintegration of the student back into the life of the Academy.

The parent(s) will be informed in writing by the Principal of his/her right of appeal against a decision to exclude permanently. The parent(s) will be advised that he/she may, if they wish, have someone of his/her choice to accompany and assist him/her at the appeal meeting. Appeals should be made in writing to the Chairman of the Student Discipline Committee via the Clerk to Governors, within 10

Academy days of notification of the exclusion. A minimum of 3 governors will constitute the Student Disciplinary Committee convened for the purpose of considering appeals, against permanent exclusions. The Chairman of Governors who will have previously been consulted regarding permanent exclusions will not be a member of this committee.

For permanent exclusions, the Student Discipline Committee should meet between the 6th and 15th Academy day after notification by parent(s) of their wish to appeal.

There is no restriction on Governors who have served on a fixed period exclusion panel serving on any subsequent exclusion panel for the same student. The decision of the Governors will be final.

Any meeting of the Student Discipline Committee may, at their discretion, consider in sequence more than one exclusion case at that meeting.

If a student is being referred to a Pupil Referral Unit the LA must be contacted. Appropriate permanent exclusion forms will also be completed.

APPEALS

Parents/Carers have the right to an independent appeal against a permanent exclusion. Details of this process will be communicated to parents/carers from the Governor's Disciplinary Panel.

MISSING A PUBLIC EXAMINATION

If any exclusion would result in a student missing a public examination, the Principal will review this decision. In the event of the Principal deciding it is not appropriate for a student to take an examination this will be referred to the Student Disciplinary Committee. The panel should attempt to meet before the examination. If, exceptionally, it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Student Discipline Committee or the Chairman of Governors has the discretion to allow the student on site to take the examination.

SECTION 4 - REWARDS

- REWARDS SYSTEMS
- REWARD POINTS
- CERTIFICATES

REWARDS SYSTEMS

The Academy will use the Harris Points rewards system.

Teachers will give students Harris Points to reward all types of good conduct. A table will highlight those staff that are not rewarding students in line with our expectations. Staff that are not rewarding students will be challenged by their designated member of SLT.

Students will monitor their Harris Points progress using the e-mailed spreadsheet and paper copies in the Form tutor Room.

The aim of the Harris Points is to promote an enterprising ethos, identifying good work / behaviour and permitting students to see the rewards in real time via a modern technological medium.

HBAED will use Harris Points in combination with the C-MIS system ensuring only one location for the recording of positive or negative incidents.

Rewarding Students

The Harris Points System will remove the high number of reward options within E-Portal to make it easier for staff to award points.

These changes would see the point options broken down into 3 categories – Section A, B and C

The table below shows the options that staff will have when awarding points to students.

Grade	Harris Points Awarded	Who By?	Possible Reasons
A	10	Teacher	Good class work
A	50	Teacher	Excellent Class Work
B	100	SLT/Admin	Bronze Award, Academy and Community Award. Form Student Month, 96%+ Attendance
B	250	SLT/Admin	Silver Award, Faculty Student Month, Form Student of Term, 100% Attendance
B	300	SLT/Admin	Gold Award, Faculty Student of Month,
C	500	Principal	Harris Cup, Principal Award, 100% Attendance Year

Rewarding attendance

Grade	Harris Points Awarded	Who By?	Reasons
1	100	Admin	96% Plus attendance for a half term
1	100	Admin	No lates for a half term
2	250	Admin	100% attendance for each term

Behaviour Management Policy

Annex 1: Behaviour for Learning Process

The details below outline the Behaviour for Learning Process and actions at Harris Boys' Academy.

There are 4 sections

1. Actions for specific incident detentions
2. Actions for students removed from lesson
3. Actions for Accrued detentions
4. Actions for students in Isolation

1. Specific incident detentions

The Senior Leadership team will manage individual incidents as they occur following the Behaviour for Learning Policy.

Any incident will be dealt with according to the seriousness of the event and in light of the student past record.

Any punishment will be recorded and the tally used in the appropriate stage of the Accrued detentions process

2. Removed from lesson actions

Any student removed from a classroom after an oral then written warning will be placed in Isolation for half a day.

Any student removed from the lesson may be given an AP or HoH detention for their first offence. Any subsequent removal will result in further sanctions..

The AP/HoH detention will be recorded and the tally used in the appropriate stage of the Accrued Detentions process.

3. ACTIONS FOR ACCRUED DETENTIONS

Detention process	Action	Escalation
Written Warnings in planner <ul style="list-style-type: none"> Form Tutors to review and keep a tally on the number of written warnings in a student planner 	<ol style="list-style-type: none"> Two written warnings = Form Tutor Report 	<ol style="list-style-type: none"> Three or more written warnings AP informed and SLT report issued AP detention if no response 3. Continue cycle from VP actions below
Subject Leader detentions <ul style="list-style-type: none"> Two Subject Leader detentions in separate subjects Two Subject Leader detentions within the same Subject 	<ol style="list-style-type: none"> AP instructs Form tutor to call home and register the number of detentions and actions to follow Form Tutor Report Subject Leader to call home and discuss issue and action Subject Leader report 	<ol style="list-style-type: none"> AP/HoH informed if more than two detentions have been issued AP informed if Form Tutor Report does not show improved behaviour AP Report and AP detention AP/HoH informed if Subject Leader Report does not show improved behaviour AP informed if more than two detentions have been issued
Assistant Principal Detentions <ul style="list-style-type: none"> AP detention awarded to replace the third Subject Leader detention 	<ol style="list-style-type: none"> AP/HoH meets with the parents to discuss concerns and what happens next AP report 	<ol style="list-style-type: none"> One more detention and the student is given a VP detention
Vice – Principal Detentions <ul style="list-style-type: none"> VP detention replaces the fifth AP / Subject Leader detention 	<ol style="list-style-type: none"> Parents called and warned of potential Isolation or Saturday detention Internal Exclusion for specific period of time 	<ol style="list-style-type: none"> Meet with Parents Internal Exclusion for specific period of time Second VP detention issued
Principal's Saturday Detention <ul style="list-style-type: none"> Principal's detention for any student who has passed through the above process and accrued another detention 	<ol style="list-style-type: none"> Parents called into the Academy for a meeting to discuss behaviour and concerns plus potential for PSP and risk of Fixed Term exclusion 	<ol style="list-style-type: none"> Second Saturday PSP Internal Fixed Term Exclusion External Fixed Term Exclusion Alternative provision Permanent Exclusion

4. Actions for students in Fixed Term Internal Exclusion

Students who have been placed in Fixed Term Internal Exclusion for a fixed number of days will automatically be given a VP detention.

The student will be placed on report with the AP/SLT

The AP detention will be recorded and the tally used in the appropriate stage of the Accrued detentions process (see next page)

Stage 1a Six Written Warnings		
Subject Leader Action	Pastoral Action	
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Form tutor to count up number from planners Issue Form Tutor Report 	
Stage 1b Two Subject Leader Detentions in the different Subject		
Subject Leader Action	Pastoral Action	Detention Number
<ul style="list-style-type: none"> Phone call home and note in planner 	<ul style="list-style-type: none"> Phone call home and AP instructs Form Tutor to issue the Form Tutor Report 	Detention 1+2
Stage 1c Two Subject Leader Detentions in the same Subject		
Subject Leader Action	Pastoral Action	
<ul style="list-style-type: none"> Phone call home and placed on Subject Leader Report 	<ul style="list-style-type: none"> N/A 	
↓		
Stage 2: Three Subject Leader detentions or failure to improve on report		
Assistant Principal Action	Pastoral Action	Detention 3+4
<ul style="list-style-type: none"> AP detention replaces the third Subject Leader detention and AP actions take over AP report issued 	<ul style="list-style-type: none"> Parent in for a meeting with AP 	
↓		
Stage 3: Five or more Subject Leader / Assistant Principal Detentions		
Vice – Principal Action	Pastoral Action	Detention 5+6
<ul style="list-style-type: none"> VP detention replaces the 5th AP / Subject Leader detention 	<ul style="list-style-type: none"> Parents called and warned of potential Internal Fixed Term Exclusion or Saturday detention SLT report to VP 	
↓		
Stage 4: Seven or more Subject Leader / Assistant Principal Detentions / VP detentions		
Principal Action	Pastoral Action	Detention 7+8
<ul style="list-style-type: none"> Principal detention replaces the 7th VP / AP / Subject Leader detention 	<ul style="list-style-type: none"> Parents called into the Academy for a meeting to discuss behaviour and concerns plus potential for PSP and risk of Internal or External Fixed Term Exclusion 	
↓		
Stage 5: Two Principal Detentions		
Principal Action	Pastoral Action	
<ul style="list-style-type: none"> Principal issues Fixed Term exclusion for students persistent poor behaviour 	<ul style="list-style-type: none"> PSP in place Parents called into the Academy for a meeting to discuss behaviour and concerns plus potential for permanent exclusion 	

Staff Actions

- Form Tutor provided with behavioural statistical data each administration day. Students placed on Form Tutor Report
- AP to be issued with statistical data each Thursday evening. Actions put in place every Monday morning (*other days as necessary*).
- Each Monday evening to have 'Pastoral Issues' on the Agenda. AP to announce details of students causing concerns in their faculties. AP to discuss any actions to follow with Subject Leaders at the end of the meeting
- AP to forward details to VP for Stage 3
- VP to forward details to PR for Stage 4 – 5

*** SLT to review T&L in subjects areas where persistent issues arise**

Behaviour

Consider

Sanction & Follow up.

Unfocussed/poor entrance into the classroom.

Ask Individual student(s) to leave the room and repeat entrance.

Remind student of HBAED expectations.

VW/name on board.

Slow to settle/complete starter activity.

Stand next to the student.
Move student to another location.
Set a time limit for completion of starter- initial the student's current amount of work as reference.
Name on board.

Take student's planner

Consider VW

Or...

Consider VW

Talking over staff (after 5 second calm, firm count down)

VW or WW
Tell the student to stand (this is a statement **NOT** a discussion)
Move student to another location.

20 min after school detention.

Note in planner

Consider phone call home.

Persistent talking over staff.

WW as minimum.
Inform student they will receive a SL detention.
Email SL or 2i/c for student to be spoken to.
Ask for SL to remove student to work in their classroom.

WW as minimum recorded in planner.

Email SL giving reasons for detention and your previous interventions.

SL detention.

*Consider parental meeting.

*Consider subject report.

Persistent talking over staff when the above has not had any impact.



Request "On Call" – do not use the term "You are going to Isolation."



SLT will now make the decision as to further outcomes and sanctions.

- 1) **Essential:** As the classroom teacher **YOU** must call home and explain WHY the student was removed.
- 2) **Desirable:** If appropriate speak to the student in Isolation to clearly and firmly explain why he was removed and what you expect next lesson.

Cussing (non-homophobic/racist)



Ensure that **YOU** heard it and not simply reported from another student.

Student will be removed to Isolation for cussing- logged, tallied, increased sanction



Removed to Isolation for 1 period.

Record in planner/phone call home.

Cussing: (homophobic/racist)



Ensure that **YOU** heard it and not simply reported from another student.

Student will be removed to Isolation for cussing- logged, tallied, increased sanction



Removed to Isolation for 1 period

Record in planner/phone call home.

Incidents involving racist/homophobic language must be recorded and handed to IMO

Aggressive behaviour including pushing, shoving, excessive threats.



Request "On Call" – do not use the term "You are going to Isolation."



SLT will now make the decision as to further outcomes and sanctions.

**BEHAVIOUR FOR LEARNING POLICY
CREATED JULY 2009
REVISED SEPTEMBER 2013
NEXT REVISION SEPTEMBER 2014**

Use of PC Marcus Kudliskis for home visits.

The Academy will use all resources available to ensure that our students are safe, well cared for and ready and able to attend school.

In the rare instance where the Academy believes that a student's learning may be hindered by external factors the Principal will authorise the use of PC Marcus Kudliskis (Safer Schools Liaison Officer) for a home visit.

It is possible that a home visit is unannounced.

The purpose of the home visit is to identify and reduce any barriers to learning and/or attendance.

PC Marcus will only share his findings with the relevant members of the Academy/outside agencies, such as social services.

It is only through establishing *all* the barriers that exist and working collegiately to remove them that a student will reach or exceed his personal best.

Harris Boys' Academy, East Dulwich

working in partnership with the Metropolitan Police Service

Home Visits

[Evening Visits - Working together](#)

Data and analysis provided by Harris Boys' Academy, East Dulwich is used to determine the target groups.

These target groups are divided into the following categories:

1. Attendance percentage: 100%-94.5%, 94.5%-90% & Below 90%
2. Chronic and persistent lateness
3. Missing/not returned to school students
4. Students with behavioural concerns
5. Students on exclusions and deliver school/paper work
6. Referrals and requests for home visits from House Leaders and the Senior Leadership Team.
7. To verify address details especially those in temporary accommodation
8. Students who are pregnant
9. Welfare visits to students of Domestic Violence
10. Students on ISP's and PSP's – Working in partnership with outside agencies
11. Year 7 students, as transitional time, who have not taken up a place at the academy and cannot be contacted

The home visits have proved to be a very effective way of working with families for the following reasons:

1. The partnership between the Metropolitan Police Service and education are a good example of agencies working together and developing good practise and shown to be flexible in dealing with families.
2. All information is shared between the agencies to encourage seamless working.
3. The evening and Saturday home visits send a message to parents that attendance, punctuality and behaviour at the academy are very important. The Police being involved at this stage often makes the parent realise that this is a serious matter and should not be taken lightly.
4. The Police are able to gain easier access to home addresses - Most families will not refuse the Police.
5. There is a health and safety risk to any worker going out in the evening and these visits would not be possible without the Police. All addresses can be checked beforehand i.e PNC, CRIMINT, CRIS
6. The evening and Saturday visits are the times most likely to find parents at home. In some cases it may be the only time the father of the family is seen because of his work commitments. Sometimes the father is not aware of the difficulties at the academy, as the mother may have kept it from him.
7. Communication between the home and school may have been intercepted by the student (letters) and the parents may have no knowledge of the any difficulties at the academy. A home visit ensures the parents are fully informed of what is happening at the academy.
8. A home visit gives a clear picture of what is happening for the student.
9. Most parents feel more relaxed in their own home and are often more willing to talk. Some parents are reluctant to come to the academy for meetings because of their own personal experiences of school.
10. A home visit may uncover other problems in the home, which are impacting on the student's education. Information can be given on the visits to where help might be found for any particular problem.
11. The evening/Saturday visits are more flexible in dealing with the needs of working parents. To take time off work is often difficult and costly for parents. These visits are recognising the economic status of the family particularly when there is a single parent at the same time as ensuring the parent does not avoid the problem because they are working.
12. Parents can sometimes avoid discussing difficulties with any worker in the hope the problem will just disappear so they will not be home in the day time when appointments have been arranged. An evening visit is more difficult to avoid.
13. The home visits are ongoing developing a relationship and co-operation with the families – Students are re-visited until there is a response.
14. Home visits are sometimes the catalyst for a referral to relevant agencies i.e Social services – Child Protection etc
15. The parents are spoken to regarding all the legislation surrounding the visit so they are fully aware of their legal rights and responsibilities as parents.

16. The parents are told the attendance and punctuality will be monitored after the visit and this is only the beginning of a process to improve attendance.

17. SERCO has been set up to monitor students visited

To Note

The Heads of House are responsible for providing the information on which students to visit based on attendance, punctuality, truancy, behaviour, welfare, child protection and any other issue.

Ms Angela Allwood (Education Welfare Officer) is responsible for the completion of paperwork following a home visit and the monitoring of SERCO – Two hours will be given at the end of each shift to ensure that compressive paperwork is completed and contact to be made via telephone to discuss concerns with family, if no reply at the home address.

Evaluation

Databases

SERCO has been set up to monitor attendance, punctuality, behaviour, interventions and other issues relating to the students – Home Visits are recorded as an Intervention:

1. Home visits

SERCO is used to keep a record of all interventions including home visits, stating the actions/outcomes. The student will be monitored after this on a week-by-week basis to see if there has been an improvement in their attendance, punctuality and or behaviour. Students may be placed on report at this stage by their House Leader to allow the academy and home to work closely together and to keep the parent engaged.

If there is no improvement this can be used in evidence to support a referral to EWAS.

2. Early identification of behavioural concerns

This data is used as a reference point for future work, which may be needed, and as a way of tracking the child.

3. Child protection

This data is kept to enable the academy to have a clear and precise picture of all child protection referrals made by the academy. The category of abuse is recorded and the borough in which the student resides, as well as the social worker involved in the case including an event log.

Evaluation of data is usually requested by the senior management team and the governors in report form. These students need to be monitored after any referral to ensure they are being supported in the appropriate way.

4. Vulnerable students

There are a number of students who may be perceived as vulnerable for various reasons relating to either their home environment or school issues. Again this is the start of monitoring on these students to track them and offer the most useful intervention. All students of concern are discussed at the academy PASS meeting.

SERCO

Defining Visit Type (Target Groups)

Welfare = 3, 6, 7, 8, 9, 11

Behaviour = 4, 5, 6, 10

Attendance = 1, 6

Punctuality = 2, 6

Recording Data

Event = Positive Behaviour

Action = Intervention

Sanc/Int = Home Visit

Details = Visit details

New then Save

Risk Assessment

Prior to every home visit – PC Marcus Kudliskis will carry out intelligence checks via the Police National Computer, CRIMINT, CRIS and CAD.

A CAD will be created for the home visits, in which every address will be listed.

PC Marcus Kudliskis will be in full uniform, wearing his officer safety equipment.

Use of short term behaviour management system- Commences January 20th 2014

The Academy reserves the right to instill short term additions or alterations to the behaviour for learning policy. Parents, carers and students will be informed of any changes via a suitable method such as a letter from the Principal, assemblies, website information and displays around the academy. This information will be given at least 48 hours in advance.

4 stage behaviour policy-January 20th 2014.

The four stage policy operates on a two weekly window. That is a students removal to ISO for the first time, starts a window of two school weeks in which further ISO's are logged and the following sanctions take place.

Stage 1.

A student will be issued with a VV sticker and a WW sticker- this essentially gives the student two warning before any removal is considered. These stickers are recorded in the student's planner. In the absence of a planner the member of staff will log the stickers in the student's exercise, or teacher planer.

- A student may be removed directly to the ISO room without VV and WW if the behaviour is deemed unacceptable by the member of staff who is On Call.

Stage 2

If a student is removed to ISO, he will remain there for the whole day.

During line up the next day students must be report to CEV/RCA/PGR to have the behaviour expectations reinforced.

Students are not allowed to return to lessons until this meeting has taken place.

These students will go on Red report to their respective HoH/AP.

Stage 3

If a student is removed to ISO again within the two week window they will spend the whole day in ISO.

AP/HoH will arrnage to meet their parents that night.

Student removes on to VP report.

Student will automatically sit a Principal detention (Saturday)

Stage 4.

If a student is removed to ISO for a third time within the two week period the student will remain in ISO for the whole day.

The VP will contact parents.

The student will be externally excluded for 5 days. HBAED may use other Harris Academies as exclusion sites.

Upon their return, the student will be on red report to the Principal.

Any further removals to ISO will result in another 5 day external exclusion.

Two five day exclusions will result in the students facing a Governor's disciplinary panel and going on a Pastoral Support Plan.

Introduction of 6 Written warnings (WWs) equating to a Saturday detention.

To ensure the very highest standards of behaviour, continuous disruptive behavior will not be tolerated. This firm stance is essential in ensuring that all student can learn and reach their personal best.

A student will be given a WW following a verbal warning (VW). A yellow sticker will be stuck within the planner for a VW and a red sticker for a WW.

The teacher will record the WW on eportal, the Academy's electronic system for recording data.

Any student who accrues 6 WWs will sit a Saturday detention. Parents will be informed via letter, a phone call home and a note in the planner. This Saturday detention will also be logged on eportal.

Further subsequent WWs will be recorded. Every further 6 detentions will result in a further Saturday detention.

If a student continues to acquire Saturday detentions it is likely that he will face further sanctions including but not exhaustive to internal exclusion.

APPENDIX 1

Searching Students – Headteachers’ Powers

Relates to:

- Education Act 1996/2011
- Education and Inspections Act 2006;
- The Schools (Specification and Disposal of Articles) Regulations 2012;
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; and
- Health and Safety at Work etc. Act 1974

Searching with consent

- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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:
- iii. to commit an offence
- iv. to cause personal injury to, or damage to the property of, any person (including the pupil)

Also note:

5. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree.
6. Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
7. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school’s behaviour policy.

6. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What can be searched for:

5. Knives or weapons, alcohol, illegal drugs and stolen items; and
6. Tobacco and cigarette papers, fireworks and pornographic images; and
7. 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 property; and
8. Any item banned by the school rules which has been identified in the rules as an item which may be searched for⁸.

Can I search?

Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

Under what circumstances?

3. You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
4. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

2. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note:

The law also says what must be done with prohibited items which are seized following a search.

The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

Legal requirements of a search

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Metal detectors

Schools can make pupils go through a metal detector - they don't have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they can be stopped from coming into school.

Authorising members of staff

6. Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
7. Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.
8. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
9. A headteacher can require a member of the school's security staff to undertake a search.
10. If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

Establishing Grounds for a search

5. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
6. In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
7. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
8. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item¹⁰.

Searching for items banned by schools

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

The school rules must be determined and publicised by the head teacher in accordance with section 89 of the Education and Inspections Act 2006. In the case of Academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – a guide for head teachers and school staff' via the link under associated resources.

Location of search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
2. The powers only apply in England.

Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

3. Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
4. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

3. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

3. The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
4. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified in paragraph 3 (1-4) on page 4) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find 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 person 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 schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- 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.
- 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 school 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 an offence must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

5. It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State¹¹:
6. In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
7. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
8. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory guidance for dealing with electronic devices

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State¹² when determining what is a “good reason” for examining or erasing the contents of an electronic device:

In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Staff Training

2. When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

5. There is no legal requirement to make or keep a record of a search.
6. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
7. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

I'm a teacher - can I refuse to search a pupil without their consent?

Yes. A headteacher cannot require a member of staff to conduct a search. In order to conduct a search without consent, a member of staff must be authorised to do so. Staff can choose whether they want to be authorised, or not.

Is there a risk that I could face legal challenge if I search a pupil without consent?

Headteachers and authorised school staff have a specific statutory power to search pupils without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items. As long as the member of staff acts within the limits of this specific power they will have a robust defence against a legal challenge.

APPENDIX 2
HOME ACADEMY AGREEMENT



Home Academy Agreement

As a Student I will ...

- Complete homework/coursework conscientiously and return it within the deadlines set.
- Contribute fully to the life and work of the Academy learning community and show a willingness to support and participate in all Academy activities.
- Play a full part in the growth, development and improvement of the Academy by striving to improve standards of work and behaviour at all times.
- Adopt a confident, "can-do" enterprising, creative and responsible attitude towards all learning opportunities in keeping with the Academy's ethos of "personal best".
- Wear correct uniform and conduct myself in a sensible and orderly manner at all times.
- Show respect to adults and treat people as individuals in the manner that I would expect to be treated myself.
- Strive to attend the Academy every day and on time.
- Not take holidays during term time.
- Respect other people's personal space and their belongings.
- Demonstrate care towards the upkeep of the environment and exercise common sense and self control in all aspects relating to the health and safety of others.
- Only eat and drink in the appropriate areas of the Academy.
- Take a positive stance against litter, graffiti and vandalism.
- Conform to the protocols for security and access required for the ICT network.
- Abide by the procedures to enable sensible use of the Internet.
- Attend the Celebration of Achievement Evening each year.
- Ensure all work submitted is my own work and includes no form of plagiarism.
- Give letters and other information from the Academy to parents/carers and return any reply to the Academy promptly.
- Not bring into the Academy anything that is dangerous, illegal or against Academy rules, including a mobile telephone, knives or any implement which could be used as a weapon.
- Keep my Planner up to date by entering all homework and any additional information as required.

Signed: _____ (student) Date: _____

Name of Student _____



As Parent(s)/Carer(s) of the Student I /We will ...

- Support the Academy by working with staff to ensure that my/our son/ward follows all Academy values as set out in the Mission Statements and all Academy rules as set out in the Policies and other documents.
- Ensure full uniform is worn correctly at all times.
- Inform the Academy of any concerns or problems which may affect my/our son's/ward's work or behaviour.
- Provide feedback to staff on my/our son's/ward's completion of homework.
- Attend the Academy activities including Parents' Evenings, Celebration of Achievement Evenings and other Academy events as required.
- Give positive support to my/our son/ward and provide, where possible, an environment supportive of study at home.
- Help to motivate my/our son/ward towards improving academic performance and always aiming to meet or exceed his "personal best".
- Promote excellent attendance and punctuality and inform the Academy of any reason for absence on the first day of that absence.
- Ensure that holidays are not taken during term time.
- Support the completion of homework and coursework and sign the PLANNER every week.
- Support my/our son's/ward's intention to continue in full time education or training up to the age of 18.
- Give permission for the Academy to store data on my /our son/ward.
- Give permission for the Academy to use photographs and film footage of my/our son/ward in an Academy context for possible public circulation.
- Inform the Academy in writing if it is decided to exercise the request to withdraw from sex education or RE lessons.
- Conform to the protocols for security and access required for the ICT network.
- Ensure all work submitted by my/our son's/ward's and particularly coursework submitted for examination units, is my/our son's/ward's own work and includes no form of plagiarism.
- Ensure my/our son/ward does not bring anything which is dangerous, illegal or against Academy rules into the Academy, including a mobile telephone, knives or any implement which could be used as a weapon.
- Give Permission for the Academy to open a Bank Account for my son/ward.

Signed: _____

Date: _____

Name of Parent / Carer _____

Name of Student _____

APPENDIX 3



Harris Boys' Academy

East Dulwich

Enterprise and Sport

Reintegration Contract

To be read and signed by all parties at the Reintegration Meeting following a Fixed Term External Exclusion

Name of Student:

Date of Fixed Term External Exclusion:

Reason for Fixed Term External Exclusion:

The document below is a synopsis of the salient points of the home/academy agreement p7-p9 of the Student Planner.

At Harris Boys' Academy, East Dulwich we believe that to realise our vision we have a responsibility to work in partnership with parents/carers and students. It is by working together that we ensure that all our students achieve and exceed their personal best and enjoy social, sporting, artistic and academic success.

Student returning from exclusion will:

- I will play a full part in the growth, development and improvement of the Academy by striving to improve standards of work and behaviour at all times.
- Wear correct uniform and conduct myself in a sensible and orderly manner at all times.
- Show respect to adults and treat people as individual in the manner that I would expect to be treated myself.
- Demonstrate care towards the upkeep of the community and exercise common sense and self-control in all aspects relating to the health and safety of others.
- Not to bring into the Academy anything which is dangerous, illegal or against Academy rules, including a mobile telephone, knives or any implement that could be used as a weapon.
- **I understand that further poor behaviour will lead to a further, augmented sanction.**

Signed student returning from exclusion _____ Date: _____

Parent/Carer of child returning from exclusion will:

- Support the Academy by working with staff to ensure that my son/ward follows all Academy values, beliefs and ethos in ensuring that his personal best is achieved and surpassed.

- Inform the Academy of any concerns or problems which may affect my son/ward's work or behaviour.
- Ensure my son/ward does not bring into the Academy anything which is dangerous, illegal or against Academy rules, including a mobile telephone, knives or any implement that could be used as a weapon.
- **I understand that further poor behaviour will lead to a further, augmented sanction.**

Signed by parent/carer of student returning from Fixed Term External Exclusion:

Name _____ Signature _____ Date _____

Signed by SLT member of staff conducting the Reintegration Meeting:

Name _____ Signature _____ Date _____

Behaviour Policy

Last Review: November 2011

Next Review: November 2012

The purpose of the policy is to clearly set out the expectations for behaviour in the Academy to 'aspire, learn and succeed'. We aim to create and maintain a community which is considerate and where education and interaction is based on mutual respect. The policy supports and fosters excellent teaching and learning so that students can achieve their full potential and become caring citizens who contribute positively to the world in which they live.

We believe that good behaviour is a prerequisite to successful teaching and learning and that well organised, high-quality teaching and learning minimises incidents of poor behaviour. The behaviour policy is rooted in an ethos of rewarding good behaviour and demanding good quality work, and we take very seriously the disruption of other student's learning.

Students have to learn positive behaviour and sometimes they have to learn from their mistakes. As in all aspects of managing behaviour **CONSISTENCY** is the key to success.

Expectations of Staff

- Be consistent, fair and persistent.
- Communicate clearly and effectively your intentions to the student.
- Act rather than react.
- Impose appropriate, fair and effective sanctions relevant to the misdemeanour.
- Be confident and let your voice and manner make it clear what you expect.
- Seek advice and support from colleagues
- Consistently follow the Academy procedures.

Expectations of Students

Harris Manners...

1. We always walk on the left around the buildings and corridors.
2. We don't shout or raise our voices.
3. We greet people politely when we meet them around the academy.
4. We hold doors for people and show courtesy at all times.
5. We eat only in the dining room and outside - not in any other building.
6. We don't drop litter or damage property in any way.
7. We wear our uniform properly at all times.
8. We show respect by being punctual to all lessons.
9. We always leave the table in the dining room clear and tidy.

We are leaders - if we see a problem we deal with it...

Harris Classroom Expectations

I will do as I am asked by any member of staff, promptly and with courtesy.

I will be met by my teacher in the corridor. I will go in, sit down and get ready for the lesson. This means getting out my planner and lesson equipment, sitting down and getting straight on with a starter activity.

I will use Harris Manners at all times.

When moving from one place to another with a teacher, I will follow the teacher calmly in a pair.

I will remove any outer garments, scarves etc as soon as I enter a classroom. If I don't, my teacher will request any inappropriate items which will then be logged on e-portal and removed from me.

I will listen carefully and participate fully during the lesson.

I will pack away at the end of the lesson only when I am invited to do so by the teacher, and will then do so promptly.

Positive Consequences

- Verbal and or written praise
- VIVO Miles
- Subject Commendations
- Postcards
- Principals Commendations
- Learning Hero Commendations
- Achievement Nominations

Negative Consequences

- Choosing to disrupt learning is an unacceptable choice and will be taken very seriously. Staff will use appropriate behaviour strategies to modify behaviour. These would include amending seating plans, giving a verbal warning, reiterating academy rules and reminding a student of the expectations of their behaviour, asking the student to refocus onto the learning being done, checking with the student whether there is a problem with which they need help (to ascertain any possible cause of poor behaviours), giving the student time out before returning to them to try and resolve the matter. These strategies are used quietly and without significant attention being drawn to a child in a classroom setting.
- Continuing to disrupt learning will result in the use of formalised sanctions in line with the Harris Consequences system.

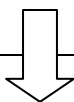
Negative Consequences beyond the Classroom

- Choosing to behave in a way that does not follow the Academy protocols will result in the sanctions being used.

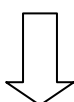
- If a student is in uniform (even outside of Academy hours) she will be considered to be representing the Academy. If poor behaviour is chosen, bringing the Academy into disrepute then serious consequences will occur.
- Any form of bullying (including cyber bullying of students and staff) will be dealt with through the sanction system. Please refer to the anti-bullying policy for further details. Bullying conducted outside of the academy and out of hours still falls within the remit of the Academy to address through the sanction systems.

Harris Consequences Guidance

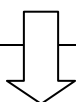
A1		
	Behaviour	Lateness
You will be put on this level for:	A first exit	3 lates to the academy – arriving after 8:40
The consequences are:	Parents are informed by letter Report card for 4 weeks – daily review with Coach Exiting teacher sets targets at conference on day of first exit PC Marcus and Welfare Officer to do home visit re behaviours and consequences	Parents are informed Report card for 4 weeks – daily review with Coach Weekly monitoring by Attendance Manager PC Marcus and Welfare Officer to do home visit re punctuality and need to develop this key life skill One hour detention for each late
Who you report to:	Coach	Coach
How long A1 lasts:	4 weeks	4 weeks
What happens next?	Review with Coach Coach sends recommendation to HoH Letter home to parents	Review with Coach Coach sends recommendation to HoH Letter home to parents



A2		
	Behaviour	Lateness
You will be put on this level for:	Failure to make good progress during A1 with behaviour; including any additional exit	Ongoing punctuality issues despite A1 report
The consequences are:	Meeting between home and HoH to explain need for improvement and explanation of implications of A3 Weekly phone call home by HoH Report card for 4 weeks – daily review with HoH Beg of break and lunch, report to HoH ISP written with parental involvement Support/intervention discussed and set up if needed by HoH	Referral to academy Education Welfare Officer Report card for 4 weeks – daily review by HoH Meeting set up by academy between parent, student and Education Welfare Officer Additional monitoring by Education Welfare Officer weekly One hour detention for each lateness
Who you report to:	Head of House	Head of House
How long A2 lasts:	4 weeks	4 weeks
What happens next?	Review meeting with Head of House HoH to recommend next step and involve AP where progression to A3 is decided Letter sent home	Review with Head of House and Attendance Manager HoH to recommend next step and involve AP where progression to A3 is decided



A3		
	Behaviour	Lateness
You will be put on this level for:	Failure to make good progress during A2 with behaviour	Ongoing punctuality issues
The consequences are:	<p>TAC mtg held in week 1 to look at offering additional support – withdrawal from specific lessons for 1-1 and academic mentoring; unique timetable created and implemented using Fresh Start provision ISP reviewed Withdrawal of free unstructured time is a possibility dependent upon where the issues are manifest and what they are Withdrawal of other privileges eg representing the Academy, attendance on trips Report card for 6 weeks – daily review- to AP Beg of breaktime and lunchtime report to HoH Weekly phone calls home to discuss progress</p>	<p>TAC meeting held in week 1 to look at offering additional support and investigate whether any other external agencies need to be asked to engage. Align academic progress to punctuality and put in academic support to address underperformance caused by absence Meeting with parent to discuss legal responsibility for attendance and to issue court warning where appropriate/fixed penalty warning where appropriate Withdrawal of other privileges eg representing the academy, attendance on trips Report card for 6 weeks – daily review to AP Beg of breaktime and lunchtime report to HoH Weekly phonecall home by Attendance Manager</p>
Who you report to:	Assistant Principal for House	Assistant Principal for House
How long A3 lasts:	6 weeks	6 weeks
What happens next?	Review with Head of House – parents come in for this meeting; student to contribute to review; consider need for further TAC; HoH to e-mail reviewed ISP to JF. Letter to go home	Review with Head of House, Attendance Manager and EWS to consider whether to escalate to A4 or whether progress is being made



A4		
	Behaviour	Lateness
You will be put on this level for:	Failure to make good progress during A3 with behaviour	Ongoing punctuality problems
The consequences are:	<p>Poor behaviour will lead to off site fixed term exclusions – for each exit TAC meeting held for review Meeting with parent and student which explains that failure to improve at this level will result in consideration of permanent exclusion PSP is written and set up; fortnightly reviews Free unstructured time may be withdrawn Individual timetable may be created and or/Fresh Start used Alternative education/provision will be considered in consultation with parent and their wish for student Report card with daily review – to Vice Principal – 6 weeks Beg of breaktime and lunchtime report to HoH</p>	<p>Meeting with parent and student involving EWS, Attendance Manager, HoH, SLT member and any other involved agency Commencement of court proceedings or issue of Fixed Penalty Notice where appropriate Review of holistic needs of student to ensure no other factors being missed which need additional support Consider alternative and additional provision which may be needed to avoid underperformance caused by lateness or by associated factors</p>

	Weekly phone call home	
Who you report to:	Vice Principal	Vice Principal
How long A4 lasts:	6 weeks	6 weeks
What happens next?	Failure to improve would result in inability to retain student on site. Alternative provision to be aim but where this cannot be agreed, permanent exclusion remains as serious consideration	Failure to improve would result in legal action as described above. It may necessitate alternative provision to ensure avoidance of impact on learning of individual or other students

All members of the Academy community must play their part in ensuring that we develop and maintain an outstanding and inclusive learning environment. This is best achieved by:

Students: knowing how they are expected to behave and knowing the consequences of their behaviour

Staff: presenting good role-models of behaviour and managing behaviour in a fair consistent manner

Parents/Carers: agreeing to the Academy –Home Contract and supporting the Academy in maintaining an ordered learning environment for all members of the community

Harris Academy Peckham

STUDENT BEHAVIOUR PROCEDURES/SANCTIONS

1. THE SANCTIONS SYSTEM

The aim of the Academy is to ensure that ‘all students can achieve’ and so all students are expected to behave in accordance with the Academy behaviour policy. If students do not behave as expected a system of sanctions are clearly implemented. The intervention of the sanctions is that students learn quickly to conform to Harris Academy Peckham standards.

Incidents of ‘unacceptable behaviour’, (e.g. low level poor behaviour, lack of homework, in correct uniform, etc) will be recorded as a negative behaviour event on the E-Portal. The student may also be given an appropriate sanction.

Progress Leaders and Tutors will monitor the E-Portal Behaviour system and decide on an appropriate course of action for students who are frequently being flagged up on the system.

In NO circumstances should students be put outside the classroom, into the corridor, but there may be occasions when students are taken from the classroom to another supervised teaching area (the safe room) e.g., defiance, a heated argument, dangerous behaviour etc. If the student cannot be quickly returned to their classroom, the Middle Leader or ‘On Call’ should be called. Departmental teams should devise colleague support rotas for the safe room.

Outside the Classroom

If a member of staff needs to speak to a student over a case of serious misconduct which occurs outside the classroom, they should also record the incident on E-Portal. The action they take should be in this circumstance to assign the event to the appropriate Progress Leader. They may also wish to inform parents if they consider it appropriate through the normal Academy channels. The tutor will wish to discuss the matter with the student in a pastoral/counselling role. If the incident is very serious or the situation unresolved, the teacher may wish to refer the student to their Progress Leader. The tutor may want to involve their Progress Leader or if subject specific the subject leader. If the student is involved in further cases of serious misconduct, the Progress Leader may discuss the matter and refer the student to their Assistant Vice Principal with line management responsibility for the Year group or subject. At all times the tutor should be kept informed.

CLASSROOM RESPONSES TO INAPPROPRIATE BEHAVIOUR

In classrooms teacher employ a ‘stepped’ approach to behaviour management which is as follows;

Verbal Warning Stage:

- If a rule is broken e.g. disrupting the learning of others etc they will enter Warning Stage.
- The teacher will tell them that they have entered Warning Stage and why this has happened.
- If the problem is resolved and no further problems during lesson there is no consequence.

Written Warning:

- If the pupil breaks a rule again during the lesson the teacher will put the pupil on a Written Warning.
- The teacher will tell them they have been given a written warning and place their name on the board, they will also explain why.
- This means their name will be put on the board as a reminder.
- This is where there is a second chance. If behaviour changes, the pupil remains on task and there are no more problems then the name will be rubbed off at the end of the lesson and there is no consequence. If behaviour does not change, then the teacher may wish to set a sanction. If however behavior continues to be inappropriate and another rule is broken then the pupil will be sent to the ‘Safe Room’

Safe Room:

- This means a rule has been broken 3 times and therefore a consequence is incurred.
- The teacher will explain why they are being sent to the safe room and will either ask the student to make their own way or call on call for them to be escorted.
- The consequence for this behavior is a behavior report is completed using the E-portal behavior system. This report will be assigned to the subject leader, who in turn will set a Middle Leaders detention of 1 hour.

Failing the Safe Room:

- If another rule is broken once the student has reached the safe room, or they refuse to go, the student will now either be sanctioned with an SLT detention or escorted to the IER
- Home will be contacted and your parent/carer informed

The Severe Clause

Where a pupil is responsible for a serious breach of school discipline as outlined above, then they will be removed from class to the Safe Room, then, if necessary, the Internal Exclusion Room. The incident will then be investigated and dealt with as appropriate.

THE SANCTION PROCESS

Detentions

- Detentions can be given to individual students for misbehaviour and/or underachievement in lessons. Students may be detained for 15 minutes each evening without advance notification to parents. .
- Subject Area Detentions for 30 minutes (with twenty-four hours notice) can be given by Subject Teachers.
- Middle Leaders Detentions for 60 minutes can be given by Middle Leaders and Directors of Learning. These will be 60 minute detentions and these are run daily, parent will be text before midday on the day of the detention.
- Senior Leadership Team Detentions for 1 hour and 30 minutes are given by members of the Leadership Team and are held on Thursday nights. If the Progress Leader or Middle Leader feels that the matter is still not successfully resolved, they should consult the Assistant Vice Principal. At all times tutors should be kept informed.

INTERNAL EXCLUSION in the Internal Exclusion Room (IER)

Students are internally excluded (removed from lessons) all day and placed in the inclusion unit for any length from 1 day to 5 days.

EXTERNAL EXCLUSION

Students are excluded from the Academy for 1 to 45 days. (After day 5 students will attend on offsite provision.)

Behaviour Flow Chart for Setting Sanctions

Verbal Warning
Written Warning

Teacher Detention (5mins) – If failed the teacher is required to set a longer teacher detention possibly 15mins. Recorded in diary for parental information

2nd Failed Teacher Detention =Teacher to Escalate to Middle Leaders
In the behaviour event - Detail the reason for escalating incident and request Middle Leaders Detention from their Line Manager.
DO NOT tick or schedule MLD. (This includes PL's working in subject areas, the detention must be set by Subject Leader Only)

Safe Room = Middle Leaders Detention (If a child is sent to the safe room for a one of event 'On Call' must be called, if due to moving through the sanctions ladder 'On Call' is an option)
All incidents of a student being 'safe roomed' should be recorded as a behaviour event on E – Portal and assigned to the middle leader for sanctioning

Middle Leaders Action for the implementation of a Middle Leaders Detention

Scheduled on E – Portal behaviour Event – (This must happen prior to writing of slips to avoid scheduling clashes)

MLD slip written with date of incident and date MLD to be sat and given to teacher where the original incident happened. (The latest this can happen for a same day sanction is midday of the day to ensure text is sent to parents).

MLD slip given to student on the day the MLD is to be sat, where ever possible.

Once the Middle Leader has read the incident report they may choose to escalate this due to seriousness to Senior Leader who in turn will look at it and either set SLT or Request IER.

SLT Detention -Scheduled on E – Portal and then event closed box ticked, but event re-assigned to Head of Subject.

SLT detentions take place on a Thursday and thus the last day an SLT can be scheduled is the Tuesday Midday, prior to the detention.

When an SLT detention is set the SLT detention slip must be given to the student by the senior teacher.

A phone call home must have been made when a SLT is set, this should be made by PL or Subject Leader. SLT to quality Assure this has happened. Notes of parental conversation to be noted on E-Portal Behaviour event.

IER – Request If incident is seriousness then the incident should be investigated and outcomes added to behaviour event and then assigned to Carel Van Rooyen with a request for IER. (CRO – Only person to schedule an IER sanction.) A phone call home must have been made when a student is placed in the IER. This call should be made by the member of staff making the IER request, once approved. Notes of parental conversation to be noted on E-Portal Behaviour event.

Middle Leader Analysis of Behaviour – PL and Subject Leaders

Middle Leaders Given 6 Weekly (accumulative over a term) Analysis of behaviour events

Outcomes for persistent and defiant behaviour:- Parental Involvement, Referral to SLT, Referral to IER Request, (Faculty/Subject Restorative Justice) . For more Information refer to the Realising your potential document.

INTERNAL AND EXTERNAL EXCLUSION OF STUDENTS

DCSF guidance published in September 2008 on Exclusions sets out model procedures of good practice, which inform Exclusion procedures at the Academy. Updates to the guidance will also be applied. This Policy covers Year 7 to Year 13. The maximum limit for a fixed term Exclusion is 45 Academy days in any one Academy year.

The decision to exclude will be taken in response to breaches of the Academy behaviour policy, including persistent disruptive behaviour or if allowing the student to remain in the Academy the education or welfare of the student or others would be seriously harmed.

Before making the decision to exclude, the Academy will ensure that a **thorough investigation** has been carried out, including allowing the student to give his/her version of the events, seeking any **witness statements** and considering any evidence of provocation (racial, sexual or otherwise). Any records of previous misdemeanours will be taken into consideration and referred to in the correspondence to parent(s).

No student will be sent off site before the end of the day unless contact has been established with parents/guardians. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. At the point of exclusion, a letter will be sent home both by hand and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with parent(s) of the student informing them of the exclusion. All exclusions will be recorded through the use of the CIMIS system. The Chairman of Governors and the Chief Executive of the Federation and Chairman of the Disciplinary Committee of the Governing Body will be informed promptly of all permanent and/or fixed term exclusions as appropriate.

The LEA will be informed of all permanent exclusions.

EXTERNAL EXCLUSION

Only the Executive Principal, Associate Principal and Chief Executive will have discretionary power to exclude any student for a fixed period. In the event of a permanent exclusion, should the Executive Principal and Chief Executive be absent, an interim fixed period exclusion will be made.

For all fixed period exclusions and permanent exclusions (until the decision of a Governors Discipline Committee has been communicated to parent(s)), **work will be set and marked by the Academy in all cases.** The responsibility for this rests with the PL.

After exclusion, a student will normally be re-admitted by the Progress Leader, following a meeting with parent(s) in which the Terms & Conditions for Re-admission are carefully explained to both the student and the parent(s). At this stage, the PL will set the student targets and place the student on report. This will be recorded using a post exclusion record sheet. The PL will hand to the parent(s) a copy of this.

If it is deemed necessary it will be explained to the parent/carer that the student will be placed on an Academy Support Plan (ASP) or in more serious situations a Pastoral Support Plan (PSP). Both of these plans are put in place to offer further guidance and support to students

who are at risk of further exclusion or a possible permanent exclusion. Targets and support will be discussed and negotiated and this information will be recorded. The parent/carer will be requested to sign the support plan prior to re-admission. A copy will be returned to the parent(s) as a record.

Fixed Period Exclusions of Five Days or Less

The parent(s) may wish to make written representation to the Chair of the Student Discipline Committee about an exclusion. A parent(s) wishing to make representation should do so in writing to the Chair of the Student Discipline Committee. There are no statutory time limits which apply to the consideration of such exclusions. The Chairman of the Student Discipline Committee will respond promptly to any request made by a parent relating to such exclusions, although it has discretion as to whether to call a meeting or not. A record of subsequent action will be recorded and placed on the student file.

If a meeting is held, it will be after the period of exclusion has been served. The parent(s) may, if they wish, have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the exclusion.

The purpose of the meeting is to enable the parent(s) to be satisfied that his/her views have been heard and consideration given as to whether more information should be added to the student's record. The decision of the Student Discipline Committee will be final in respect of matters regarding temporary exclusions for fixed periods in any one term of 5 days or less.

In the event of a meeting being called, Governors cannot overturn the exclusion, but can add a note to the student file. The letter informing parent(s) of the exclusion will explain the procedure to make representations. If a meeting is called the Student Discipline Committee will follow the procedure outlined in Appendix 1 for the meeting.

Fixed Period Exclusions of more than 5 and less than 15 days in any one term

For an exclusion of more than five days, the Academy will arrange suitable full-time educational provision from and including the sixth Academy day of the exclusion.

This must be off-site. Therefore, arrangements are made for students to attend an appropriate place. The Chairman of the Student Disciplinary Committee will, in the case of a fixed period exclusion of more than 5 but not more than 15 Academy days in one term, consider a meeting between the 6th and the 50th Academy day after receiving notice of the exclusion, to consider the exclusion, only if the parent requests such a meeting.

Fixed Period Exclusions of more than 15 Days in Any One Term

For a fixed period exclusion (or series of temporary exclusions) adding up to more than 15 days in any one term, the Student Discipline Committee must meet between 6 and 15 days from the date of exclusion – **whether the parent(s) request it or not.**

Parent(s) and the Academy will be invited to present evidence using the procedure in Appendix 1. Governors will make a decision which will be provided via the Clerk to Governors in writing to the parent(s) and posted within 5 Academy days after the meeting.

PERMANENT EXCLUSION

Only the Executive Principal of the Academy shall have the discretionary power to exclude permanently any student. In exceptional circumstances, the Principal may decide to take this course of action without the student having had any previous temporary exclusions.

The decision to exclude a student permanently may be made if there has been persistent defiance of the Academy behaviour policy and where the Academy has tried a wide range of strategies to modify this behaviour and to provide support but without success. If a student has been externally excluded three separate occasions this may lead to permanent exclusion. Also, there will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or one off 'offence'. These might include:

- a) serious actual or threatened violence against another student or a member of staff
- b) sexual abuse or assault
- c) supplying a legal drug, or
- d) carrying an offensive weapon (an offensive weapon in the definition of the Academy is considered to be any item which could cause injury to other people when used in a threatening way)
- e) carrying a blade of any kind (including a pen knife)
- f) Cyberbullying
- g) The use or possession of fireworks

In cases where the Executive Principal has permanently excluded a student for:

- a) one of the above offences or
- b) Persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on the Academy previous and where the basic facts of the case have been clearly established on the balance of probability, the Secretary of State would not normally expect the Governing Body or an independent Appeal Panel to reinstate the student.

The parent(s) will be informed in writing by the Principal of his/her right of appeal against a decision to exclude permanently. The parent(s) will be advised that he/she may, if they wish, have someone of his/her choice to accompany and assist him/her at the appeal meeting. Appeals should be made in writing to the Chairman of the Student Discipline Committee via the Clerk to Governors, within 10 Academy days of notification of the exclusion. A minimum of 3 governors will constitute the Student Disciplinary Committee convened for the purpose of considering appeals, against permanent exclusions. The Chairman of Governors may be a member of this committee provided he has not been involved in any prior discussions concerning the student or the incident.

For permanent exclusions, the Student Discipline Committee should meet between the 6th and 15th Academy day after notification by parent(s) of their wish to appeal.

There is no restriction on Governors who have served on a fixed period exclusion panel serving on any subsequent exclusion panel for the same student. The decision of the Governors will be final.

Any meeting of the Student Discipline Committee may, at their discretion, consider in sequence more than one exclusion case at that meeting.

MISSING A PUBLIC EXAMINATION

If an exclusion would result in a student missing a public examination, the Principal will review this decision. In the event of the Principal deciding it is not appropriate for a student to take an examination; this will be referred to the Student Discipline Committee. The panel should attempt to meet before the examination. If, exceptionally, it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Student Discipline Committee or the Chairman of Governors has the discretion to allow the student on site to take the examination.

PENALTY NOTICE FOR EXCLUDED STUDENTS

During the initial period of up to 5 Academy days of any exclusion, whether fixed term or permanent, the parents of the excluded student must ensure that he or she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the student is in the company of the parents. A failure to comply with this requirement is an offence.

Harris Academy Peckham Behaviour Management System

Sanction

			<u>Teacher Action/Direction</u>	<u>Intervention</u>
	<p>Teacher / Tutor Detention (run by individual classroom teachers) (Any evening) Miss one Teacher/Tutor Detention, go to SAD</p>	<p>15 minutes when convenient</p>	<p>1. Verbal Warning 2. Written Warning 3. Class Teacher Detention (5-15 mins)</p>	
	↓			
<p>Planner signed by teacher</p> <p>3 x Lates</p> <p>Staffed on rota</p>	<p>Subject Area Detention Miss one SAD, go to Middle Leaders' Detentions</p>	<p>30 minutes</p>	<p>Continued or Persistent low level inappropriate behaviour 4. Complete E Portal Behaviour event and escalate detention to include SAD</p>	
	↓			
<p>Letter sent home on Tuesday</p> <p>Staffed on rota</p>	<p>Middle Leaders Detentions (Daily) (Run by staff on a rotation basis) Failure to attend or 3 x Middle Leaders' Detentions may lead to a SLT Detention</p>	<p>60 minutes</p>	<p>5. Need for removal to Safe room. (may require On Call) Complete E Portal Behaviour event and assign to Middle Leader. (Middle Leaders Detention).</p>	<p>Letter sent home after 1st Middle Leaders Detention</p>
	↓			
<p>Letter sent home on Monday</p> <p>Staffed on rota</p>	<p>SLT Detention (Wednesday evenings) (Run by Senior Leaders on a rotation basis) Failure to attend or 3 x SLT Detentions may lead to a 3 day exclusion in the IER. At this point Directors of Learning may choose to use a Saturday Morning Detention</p>	<p>90 minutes</p> <p>180 minutes</p>	<p>6. Requires On Call Serious incidents of inappropriate behaviour Continued poor behaviour in Safe room.</p> <p><u>Important Information</u> A student may enter this ladder at any point.</p>	<ul style="list-style-type: none"> • Letter sent home after 1st SLT • Intervention meeting after 2nd SLT

Harris Academy Peckham Behaviour Management System

Sanction Continued



Letter sent home and parents contacted on day of incident

Internal Exclusion
The result of 3 x SLT detentions or a serious incident
The next incident following 3 separate periods may result in external exclusion

1 to 5 days



Letter sent home and parents contacted on day of incident

External Exclusion
Possibly following the result of 3 x separate periods of internal exclusion or a very serious incident.

1 to 45 days in total over an academic year



Letter sent home and parents contacted on day of incident

Permanent Exclusion

Permanent

Intervention

- Letter sent home
- Academy Support Plan (ASP) started at first re-integration meeting

- Letter sent home
- Pastoral Support Plan put in place (including external support) following 1st re-integration meeting

Pastoral Support Plan (PSP)

WHAT IS A PASTORAL SUPPORT PLAN (PSP)?

A Pastoral Support Plan (PSP) is an Academy based programme which is meant to help a student to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the student to work towards and should include the student and parents in the drafting process.

When a PSP is thought to be required, a PSP meeting should be held during the normal school day. The teachers and the student's parents will consider whether the student should be present for the whole meeting, part or any of it. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when, the student must be included in this.

PSPs are usually reviewed every 2-4 weeks and usually run for about 12-16 weeks. If the student has other existing plans (such as an [IEP](#) (Individual Education Plan)) then the PSP should be integrated with the existing plans and not seen in isolation.

WHO NEEDS A PASTORAL SUPPORT PLAN (PSP)?

A PSP may be necessary if a student's behaviour at school means that they have been externally excluded or are "at risk" of permanent exclusion. "At risk" means that the student is not responding to the Academy's normal range of strategies and support and several short term exclusions may be indicative of this. A PSP will be needed, in particular for those students whose behaviour is deteriorating rapidly. In some cases students who have become significantly disaffected by the education system may be placed on a PSP.

WHAT IS THE PURPOSE OF A PASTORAL SUPPORT PLAN (PSP)?

The aim of a PSP is to promote the student's social inclusion and help reduce the possibility of the student's permanent exclusion. The PSP aims to involve the student in the challenge of improving their behaviour and social skills. As a result of a PSP, a student should be able to better manage their behaviour and/or improve their attendance at school.

WHAT IS IN A PASTORAL SUPPORT PLAN (PSP)?

A PSP will set out specific and realistic targets and how they will be measured. The targets should be broken down into smaller parts so that it is more manageable for the student. The PSP will need to identify the input and support from the school and parents that the student will need to help them reach their targets.

The PSP will also detail both the recognition and rewards that the student will receive if they demonstrate efforts to meet the targets as well as the consequences that will result if the student does not demonstrate sufficient efforts to meet the targets. Finally, the PSP should detail the time limit for the duration of the PSP including dates when the PSP will be reviewed.

HOW CAN A STUDENT BE REFERRED?

Students can only be referred to be placed on a PSP through a Progress Leader, the Teacher In charge of Intervention or a member of the Senior Leadership Team. A referral in most circumstances will occur due to one of the following circumstances:

- A previous permanent exclusion
- A number of short term exclusions, but no improvement in behaviour
- A concern being raised about a student putting themselves at risk of permanent exclusions due to persistent and defiant behaviour.

WHAT IS THE PROCESS BY WHICH A PSP IS IMPLEMENTED AND MANAGED?

- Referral from Progress Leader, the teacher in charge of intervention or Senior Leadership Team (SLT).
- Parents informed through a re-admittance meeting or via a phone call.
- The initial contact meeting with the Progress Leader and the Teacher in charge of Intervention.
- Professionals meeting - parent, member of SLT, SENCO, Progress Leader, Tutor, external agencies involved (where ever possible).
- Production of Action Plan and Targets.
- Review meetings and where applicable mentor meetings with the teacher in charge of Intervention to review PSP targets and identify success and areas for continued improvement.
- Variety of identified support to be given.

EXAMPLES OF SOME OF THE TYPES OF SUPPORT ARE:

- Non teaching members of staff who will act as mentors
- Year 11 and Post 16 who act as student mentors and role models
- The Southwark Drop-In Counselling Service
- One to one review meetings with Mentor
- External Mentoring
- Life Project
- Most significantly the range of support offered by the Intervention Team

Harris Academy Peckham

Sanction Guidelines

All incidents of ‘unacceptable behaviour’ are to be recorded as a negative event on E=Portal. The student may also be given an appropriate sanction.

Below are some examples of appropriate sanction (teachers’ need to use their professional judgement):

15 minute detentions (held after school on that day by the subject teacher)

- Forgotten homework (once)
- Misdemeanours (talking when told to sit in silence, getting out of seat, minor inappropriate conduct - after a warning)
- Lateness
- Non Engagement
- Passive Learning

30 minute detention (Written in planner/daysheet. 24 hour notice needed – held within curriculum area)

- Repetition of inappropriate conduct (if continues may refer to Middle leader with responsibilities for the subject).
- 3 x missed homeworks
- 3 x missing equipment
- Failure to attend 15 minute detention

Assign Behaviour incident to Middle Leader for Middle Leader Detention

- Rudeness and lack of respect to staff
- Refusal to do as requested
- Repetitive uniform violations
- Removal from Classroom to Safe Room
- Lack of work/coursework
- Visible mobile phone (confiscate phone)
- Health and Safety
- Misuse of ICT
- Missed 30 minute Subject Area Detention

Referral to SLT (via ‘On Call’)

- Continual refusal to do as requested
- Abuse or vandalism of equipment
- Violent and aggressive conduct to staff and/or students
- Mobile phone sounding in a classroom
- Truancy
- Disruption of learning
- Theft
- Misuse of ICT (inappropriate material)
- Defiance

NB: Progress Leaders monitor the behaviour events on E Portal and decide on an appropriate course of action for students who are demonstrating Persistent and defiant behaviour.

Please refer to Policy Document: STUDENT BEHAVIOUR PROCEDURES/SANCTIONS for more information.

THE CHARTER SCHOOL
POSITIVE DISCIPLINE CLASSROOM BEHAVIOUR POLICY

AIM OF THE SCHOOL

The aim of The Charter School is to provide an excellent education for children from the local community in a safe, supportive learning environment, where people are valued and make positive contributions to the school, and where pupils go on to become responsible, independent members of society.

PRINCIPLES

The Behaviour policy at The Charter School is based on the principle of mutual respect. Staff and pupils are expected to be polite and courteous to one another, and to deal with problems in a non-confrontational way.

Positive Discipline is about

- being positive
- giving clear, firm instructions
- having very clear simple rules and consequences that are implemented by all staff in a consistent way.

PURPOSES

- To enable pupils to study in a disciplined classroom environment
- To provide a consistent approach to classroom behaviour management
- To reward good behaviour and attendance in a consistent way
- To provide information about pupil behaviour for teachers, pastoral managers, parents and pupil files
- To support teaching and non-teaching staff in the implementation of effective classroom management

GUIDELINES

Within this general framework we have specific rules for classroom behaviour.

The classroom rules for The Charter School are as follows:

- Follow instructions straight away
- Arrive on time with everything you need to work
- Listen in silence to your teacher or other pupils
- Put up your hand when you need attention
- Keep hands, feet, objects and inappropriate comments to yourself

These rules need to be used and displayed in planners, classrooms and work areas.

The key aspect of Positive Discipline is the emphasis on **positive reinforcement of good behaviour**. We **expect** children to behave well - but they need our guidance and support! We need to *praise and promote good behaviour*, not just take it for granted.

Praise and rewards

As part of Positive Discipline, we use:

- VIVO Miles (Currency for Rewards)
- League Tables
- Presentations in Assemblies
- Letters to parents from Year Leaders; Directors of Learning; Deputy Head Teacher; Head Teacher and Governors

REWARDS:



Vivo Miles is used to reward and motivate young people using a range of tools, from easy-to-manage performance league tables to rewards-based shopping.

The scheme offers:

- **Buy-in**
A single rewards programme or culture that's understood and valued by all KS3 and KS4 pupils

- **Its own currency and 'plastic'**
Pupils amass and trade Vivos (V) for your choice of goods or services (and develop their financial capability in the process).
- **Positive choices**
A way to reward young people for reaching healthier decisions about eating and exercise.
- **Investment in learning**
A framework that actively supports 'Every Child Matters' in all its aspirations, including economic well-being.

Unique to the scheme is the Vivo Miles reward card and an unique scheme of rewards currency. Pupils can then use their 'Vivo miles' to participate in approved shopping - within The Charter School Vivo Shop.

Pupils are motivated by an attractive, credible rewards and currency scheme which helps raise standards on key fronts including becoming more active members of the school community and better ambassadors for it.

Vivo Miles offer teachers an effective classroom tool for recognising effort and conduct as well as an incentive scheme for creating projects and activities whose reach extends to communities, businesses and charities. All staff can reward pupils for a number of categories which all contribute to their fulfilment of the Every Child Matters objectives: - be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing.

Every half term pupils are assessed in a Modular report. Pupil's attitude to learning is commented upon.

A= Outstanding

B= Good

C= Cause for Concern

D= Unsatisfactory

Pupils who receive

- an average of A or A/B across their modular report receive a letter home from the Director of Learning

Sanctions

Most pupils actually obey the rules: that is how schools function. The system for discouraging poor behaviour is outlined below.

First warning – Name recorded,

Pupils who break a classroom rule have their name written down on the board or a pad, or in PE or other practical areas, a piece of paper on a clipboard for example. This first stage – a first warning - is a public warning to pupils. Most pupils will stop misbehaving at this stage. The fact that their name is recorded means that they have a gap in their current "number of lessons of good behaviour" total. The teacher records pupils who have reached this and any stage.

Second warning – Move places, Next break/lunch detention and incident recorded in planner

A second warning is a second stage offence: a pupil has broken two rules or the same one twice. A pupil who receives a second warning must move to a different part of the room. The teacher records this on the board etc by marking a cross next to the pupil's name. (Do not write out the name twice!).

A second warning offence results in a break or lunchtime or after school detention with the class teacher or team member. A note should be written in the pupil planner by the class teacher. Pupils put in break or lunchtime break detention should not be sent to wait outside the staff offices, as this itself creates a problem of behaviour. Pupils should either sit in a classroom with the teacher or wait in an area near where the teacher is having a break (eg outside a workroom). If Curriculum Areas wish, they could set up a rotation system of some kind. A detention does not have to be onerous for the teacher! The teacher writes the fact that the pupil has had a second warning in the planner.

Third Warning – Removal from class to another area within the KCA and an after school detention

If a pupil reaches the third warning stage, the teacher sends a message to the School Office. The on-call system comes into operation: a Behaviour Officer comes to take the pupil away for that lesson and place him/her in the agreed classroom within the relevant KCA under the hosting system. If this option is not available then the pupil will be taken to the Behaviour Officer to complete the set work for that lesson. A letter goes home to parents.

The teacher also needs to complete a Third Warning Form in SIMS and it is recorded on the pupil record. The details of the misbehaviour will be noted and this will be included in a letter sent home from the School Office. The letter will also contain details of the detention issued by the Curriculum Area set by the relevant Key Curriculum Leader. A note should be written in the pupil's planner by the teacher giving notice of the after-school Curriculum Area detention.

Following a third warning and removal from class the pupil **returns to her/his next lesson** unless the offence is one of gross misconduct.

When a pupil is misbehaving and **preventing others from learning**, this pupil's behaviours must be addressed. It could include temporarily removing the pupil from the classroom. Normally staff will need to follow the system as outlined, progressing clearly from warning stage to warning stage with pupils.

The interest of the class must be seen as paramount and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the pupil is subsequently able to re-join the class.

All staff MUST use this system: it will not work if some use it and not others - we need to support each other.

SUMMARY:

1st Warning:

Name on board

2nd Warning:

Note in planner and move seat
Detention break/lunch/after school

3rd Warning:

Removal from class
Behaviour entry into SIMS
1 hour detention after school
Letter to be sent home

Gross misconduct

This is a formal request from the Key Stage Director of Learning to exclude the pupils (In ACE or Externally for a fixed period) following an incident. Sometimes – hopefully rarely – a pupil will behave in a manner that is totally unacceptable and would be classed as gross misconduct – e.g. **fighting or swearing at a teacher**. If this happens the teacher sends a message to the School Office, and a Behaviour Officer comes to remove the pupil. The removal will ensure that the teacher does not have to teach the pupil again that day, whilst the incident is investigated. The teacher will provide the work for the lesson to the Behaviour Officer.

The teacher should complete a Gross Misconduct Form as a matter of urgency, and copy it to the relevant Key Curriculum Leader, Year Leader, Form Tutor, Behaviour Officer, School Office and the relevant Director of Learning. The Key Curriculum Leader has the responsibility of looking at the incident carefully in order to assess whether s/he agrees that it is in fact gross misconduct.

- Bullying
- Repeated non compliance
- Drug & Alcohol related behaviour
- Damage to personal or school property
- Physical Assault against adult
- Physical Assault against pupil
- Racist / Homophobic Abuse
- Sexual misconduct
- Theft
- Verbal abuse / threatening behaviour to adult
- Verbal abuse / threatening behaviour to pupil
- Carrying a weapon
- Selling

A sanction for a gross misconduct offence will be decided upon by the Director of Learning responsible for that Key Stage, acting on information and advice provided by the teacher, KCL, Behaviour Officer and other staff as required. If the incident involves violence, or verbal abuse of a member of staff, the sanction could include exclusion from school. Any decision on exclusions will be taken by the Headteacher.

A compulsory return from the ACE or a fixed term exclusion meeting will be held directly after the period of exclusion with the parent/carer, the pupil, the Year Leader and the teacher who issued the Gross Misconduct. The Director of Learning, KCL and/or AKCL will be informed and invited.

Post-16 Positive Discipline processes : Year 12 and Year 13

Stage 1 (three weeks):

- Teacher tells student they are going on a stage, the reason/s why and their SMART* targets.
- One SMART target is to attend a catch-up session for that subject (time and date tbc by KCL/SL /teacher and discussed with student)
- Teacher phones/writes home and informs parents of the stage, the reason why and the student's SMART* targets.
- Teacher completes email on the VLE (under useful forms) sent to Sixth Form Administrator (SFA)/DoL/Tutors/Year Leader/KCLs. This email contains the reasons and the targets.
- Stage Log completed – accessible by all on VLE under Staff, Y12 or Y13.
- If the student meets all SMART* targets before the end of the three weeks, they may be taken off stage. They cannot come off the stage early. It is irrevocable. If SMART* targets are not met, teacher can escalate to Stage 2.

Stage 2 (two weeks):

- Teacher tells student they are going on a stage 2, the reason/s why and their SMART* targets. Catch-up sessions arranged by teacher and discussed with student.
- Teacher to email Stage 2 referral to SFA/DoL/Tutors/Year Leader/KCLs before Stage 1 end date.
- SFA arranges a meeting time with teacher and Head of Year.
- A letter is sent home by SFA to confirm the meeting between the referring teacher, student, parent/s and Head of Year. An invitation will be sent to outlook calendars to confirm.
- It is the intention that all meetings occur within 2 weeks of the stage 2 referral.
- If the student meets all SMART* targets before the end of the two weeks, they may be taken off stage. They cannot come off the stage early. It is irrevocable. If SMART* targets are not met, teacher can escalate to Stage 3.

Stage 3 (two weeks):

Teacher tells student they are going on a stage 3, the reason/s why and their SMART* targets. Catch-up sessions arranged by teacher and discussed with student.

- Teacher to email Stage 3 referral to SFA/DoL/Tutors/Year Leader/KCLs before Stage 2 end date.
- SFA arranges a meeting time with teacher and DoL.
- A letter is sent home by SFA to arrange a meeting between the referring teacher, student, parents and DoL. Invitations will be sent to staff via outlook calendars to confirm.

- The student, parents, referring teacher and Director of Learning agree and sign an *Expectations Contract* detailing SMART* targets for the next two weeks. One of these targets will be to meet the DoL for a mid-point meeting.
- If the student meets all SMART* targets before the end of the two weeks, they may be taken off stage.

Stage 4:

The student will be asked to either drop the subject concerned or seek alternative educational provision.

R.E.S.P.E.C.T

The highest standards of behaviour are expected by pupils at all times. This includes movement around corridors, playgrounds and other recreational areas within the school. Pupils who misbehave will be issued with a yellow card as a warning. If pupils ignore the instructions they are given and continue to display the same behaviour then they will be issued with a red card. This will be recorded on the pupil's record and they will be given an automatic lunch time detention.

- **R -- Refusal to follow instructions**
- **E – Electronic Equipment (confiscation)**
- **S – Silence (refusing to acknowledge)**
- **P – Poor Language**
- **E – Excessive anger or confrontation**
- **C – Clothing and Uniform**
- **T – Threatening Behaviour**

**LOSE RESPECT
LOSE THE GAME****Monitoring and further consequences**

Data on the awarding and number of third warnings and gross misconducts issued must be kept on computer and on file by the School Office. The number and frequency of third warnings and gross misconducts issued within a Curriculum Area should be **monitored weekly** by the Key Curriculum Leader. A weekly report is produced of all 3rd Warnings issued and this is shared with the Curriculum Area by the KCL. Pupils who fail to complete two set detentions issued by a Curriculum area will then be issued a detention from the Key Curriculum Leader for that Area. Failure to attend this will result in a request from the pupil respective Key Stage Director of Learning to formally exclude this pupil on the ground of repeated non-compliance. This will result in a day placement in ACE.

The issuing of third warnings and gross misconducts across a year group should be monitored weekly by the relevant Year Leader. The Director of Learning should also look at the third warnings and gross misconducts issued within the relevant Key Stage on a weekly basis. There are clear consequences for pupils who reach a certain number of higher warning stages in the discipline system. These are laid out below.

THRESHOLDS

These are set limits with respect to the number of 3rd Warning received and the impact this persistent behaviour is having to the learning of the individual pupil as well as others. The interest of the class must be seen as paramount and the disruption cannot be allowed to continue.

Pupils who receive more than three third warnings will be given an extended two hour detention with Director of Learning (KS3, KS4, Inclusion) in addition to their one hour detention with Key Curriculum Area. Pupils who receive two Gross Misconducts in a term will be detained until 5:00pm and those who receive three or more will be detained until 6:00pm by Director of Learning (KS3, KS4, Inclusion) on the day of their placement in ACE.

Warning total reached Action to be taken

5 x Third Warning	<p><u>Pupil placed in ACE for one (1) day</u> Director of Learning KS3 or KS4 to hold formal meeting with pupil warning them of the consequences. Director of Learning to identify and agree any support to be put in place with pupils.</p> <p>Pupil on report to key Stage DOL</p> <p>Letter to be sent home to inform parents</p>
10 x Third Warning	<p><u>Pupil placed in ACE for one (1) day.</u> Director of Learning for Inclusion to hold formal meeting with pupil and parents.</p> <p>Individual Behaviour Plan or PSP (Pastoral Support Plan) agreed with pupils and parents.</p> <ul style="list-style-type: none"> • Possible placement within PSU • Discussion with specific staff and KCL regarding impact on learning mentoring

	<ul style="list-style-type: none"> Referral to Behaviour Manager for specific support e.g. Mentoring; Anger Management
15 x Third Warning	<p>Pupil on report to Inclusion/Personalisation DOL</p> <p><u>Pupil placed in ACE for two (2) days.</u></p> <p>Deputy Head teacher to hold formal meeting with pupil and parents.</p> <ul style="list-style-type: none"> Review of previous support Inclusion on LDD Register (School Action or School Action plus) Referral to Director of Learning (Inclusion) for external intervention Formal referral to SENCO for identified assessments Possible external placement or respite <p>Pupil on report to DHT</p>
20 x Third Warning	<p><u>3 days internal or external exclusion</u></p> <p>Pupil re-admission interview with parents held by Headteacher.</p> <ul style="list-style-type: none"> Review of previous support Agreed strategies to be shared with DOL to implement Review meeting date agreed
Higher numbers of Third Warning or Gross Misconduct	<p>External exclusion</p> <p>Decision at the discretion of the Head Teacher</p>

Lateness

If pupils arrive late to lesson without a good reason for being late then they should be recorded as late on the register and must complete a detention. The detention should be equivalent to the amount of time that the pupil was late to the lesson. This is the responsibility of the class teacher. If pupils are arriving routinely late to lessons then the detention should be extended. If lateness continues to be an issue then parents, form tutor, KCL and Year Leader should be notified. If pupils arrive late they must have a note signed by an appropriate adult. Going to the toilet or getting a drink is not a good reason for being late. Lateness should not be recorded as a warning unless pupils purposely disrupt the lesson as they enter the classroom.

Equipment

If pupils arrive to lessons without the correct equipment then this should be recorded on SIMS and an email sent to the form tutor. If pupils continue to attend lessons without the correct equipment then parents should be informed. This is the responsibility of the class teacher. **Not having the correct equipment should not constitute a warning.** Pupils who bring the correct equipment should be rewarded with Vivo's for being 'prepared to learn'.

SUMMARY OF DISCIPLINE PROCEDURES :**Classroom rules:**

- Follow instructions straight away
- Arrive on time with everything you need to work
- Listen in silence to your teachers or other pupils
- Put up your hand when you need attention
- Keep hands, feet, objects and inappropriate comments to yourself

Recognition:

- Verbal praise/written praise
- Vivo Miles
- Letters home

Consequences:

First warning	- public warning
Second warning	- move to a different part of the room, stay behind at the end of lesson, record in planner. -next break/lunch/after school 15 minutes Curriculum Area detention/note in planner.
Third warning	- removal from class by Behaviour Officer and placement in KCA through hosting system. After school Curriculum Area detention/Third Warning form completed/letter sent home.

Gross misconduct

- removal from class by Behaviour Officer/ kept out of lessons/ sanction decided by Director of Learning responsible for that Key Stage.

Suggested Strategies for Positive Discipline in the Classroom:

- Always offer a Choice
- Catch pupils being good
- Thank you
- Positive questioning (Maybe if you ...then/and...)
- 'What should you be doing' (focus on the task at hand)
- Ignore...then reaffirm
- Always carry out consequences
- Remember to ...thank you (clear instructions)
- Acknowledge and redirect
- Focus on Primary behaviour
- When....then...questioning
- Sink in time
- Pausing
- Repeat not reword
- Keep it short
- Focus on what is expected

City of London Academy: Behaviour for Learning Policy July 2011-sept 2012

The guiding principles for all members of our learning and teaching community.

Every member of our learning and teaching community has a right to; a high quality education without their well-being and happiness being compromised by anyone.

Work hard and co-operate with each other at all times

Arrive on time and be well prepared to teach and learn

Treat others as we would like to be treated ourselves

Listen to and value each others opinions

The bedrock of this policy is the sound moral background which the great majority of members of our learning and teaching community bring to the life and work of the Academy. The policy seeks to draw upon this background and put into practice procedures which will enhance the learning experience of all members of our community and thereby liberate students to be able to make life choices which will bring them happiness in their present and adult life. A minority of our students come from backgrounds where the difference between right and wrong and what constitutes acceptable social behaviour is not clearly defined. It is the responsibility of every adult member of our community to model what are acceptable ways for human beings to interact and which promote the dignity and well-being of all of us. Where students present behaviours which compromise the learning and well-being of others we have a moral obligation to challenge these. Although we must rely upon and follow the procedures laid out in this policy, to be effective in challenging and sanctioning unacceptable behaviour we must also and more importantly use the policy to reward and celebrate the many successes of our students. Therefore it is the aim of this policy, through procedures, sanctions and rewards to promote its guiding principles.

Aims of the policy

- To promote an ethos of inclusion and fairness for all students.
- To support an approach to behaviour for learning where student attitudes and actions support effective learning and the functioning of the Academy as an orderly and calm learning community.
- To encourage an atmosphere of mutual respect where good discipline is the norm.
- To reward good work and effort in all aspects of student life.
- To work with students and parents to resolve behaviour and disciplinary conflicts in ways which support and reaffirm the Academy's aims.

Academy rights and expectations

- To make clear the Academy's statutory power to discipline students and communicate this to students and parents.
- To enforce the behaviour policy – including rules and disciplinary measures.
- To expect students and parents' cooperation in maintaining an orderly and calm learning environment.
- To expect students to respect the rights of other students and adults in the school.

Governors' responsibilities

To:

- Make, and from time to time review, a written statement of general principles to guide the Principal in determining measures to promote good behaviour;
- Notify the Principal and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

At the City of London Academy the governing body will:

- Review a written statement of general principles every 2 years (DFE recommendation).
- Consult with the Principal, staff, parents and students on the protocols and organisation of the behaviour management policy.
- Take reasonable steps to ensure that students with disabilities are not placed at a disadvantage in comparison to with other students.
- Collect the views of students with disabilities about how Academy discipline and behaviour policies impacts upon them and their life in Academy.
- Ensure that neither the overall Academy behaviour policy nor any particular disciplinary measures impact disproportionately or unfairly on any group of students within the Academy.
- Gather the views of parents on aspects of Behaviour management and policy.

Principal's responsibilities

- To ensure clarity is maintained with regard to the behaviour policy within the Academy community.
- To ensure that the authority to take disciplinary action for misdemeanours off the Academy site is clearly stated for students, staff, volunteers and parents.
- To ensure that all adults working at the Academy pay due regard to the guiding principles of the policy regardless of their position in the school.
- To ensure that all staff are fully trained and instructed to apply the behaviour policy and sanctions in way which is fair, reasonable and proportionate to the circumstances.
- To make available the written policy to all persons requiring sight of it.
- To ensure parents and students are aware of the Academy's complaint procedure.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To keep parents informed of their child's behaviour – good as well as bad: to use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

Individual student needs

Staff will take account of the individual needs and circumstances of students with special educational needs, disabilities or those at risk when applying the Academy behaviour policy.

NB: Students defined at risk could include minority and ethnic faith groups; travellers, asylum seekers and refugees; students who need support to learn English as an additional language; looked after children; sick children; young carers; children from families in difficult circumstances; pregnant girls and teenage mothers; and any other students at risk of disaffection and exclusion.

- The Academy will avoid discriminating against the above groups in the application of the behaviour policy.
- The Academy will monitor and assess the impact of the behaviour policy on students, staff and parents of all learner groups.
- The Academy will, to the best of its ability, ensure staff are well informed about cultural and other differences in behaviour and the manifestation of difference in the learning environment.
- The Academy will take appropriate account of cultural and /or religious need when developing or reviewing rules related to uniform and appearance.
- The Academy will make reasonable adjustments in the application of the behaviour policy in respect of disabled students.
- The Academy will make special education provision for those students at school action and school action plus where behaviour related learning difficulties require a graduated response to be made.
- The Academy will be alert to the potentially disproportionate impact of the Academy's disciplinary framework on vulnerable students.
- Vulnerable students will be identified on the special needs list which will record strategies and procedures used to encourage positive behaviour for each student.
- The academic mentoring of vulnerable students will be carefully organised and reports arising from this process will act as a reference and referral point for all staff dealing with the student.

Student rights and expectations

- To contribute to the development of the school behaviour policy, with every student involved in the consultation process.
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To appeal to the Principal / Governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.

Rewards:

The Academy reward scheme is Vivo Miles which is a web based system where students earn miles for good work, making a contribution to the Academy, attendance etc. each Vivo is worth 1 pence and students are able to purchase rewards from the website using their Vivo accounts. At the end of each half term there are rewards assemblies where students are presented with certificates noting attendance records and the number of Vivos earned.

The scheme aims to encourage students to work hard, be good citizens and behave appropriately. Thus:

- All teaching staff have an allowance of Vivo Miles which they award to students for a range of positive behaviours and achievements.
- Promoting the rewards scheme is a priority for all academy staff.
- The Student Council will review the rewards scheme annually and may recommend changes and new initiatives.
- Vivo Miles may be exchanged for prizes and these are readily available through the Vivo Miles web site. Equally they may be used to pay for school trips, the school prom, uniform and items purchased from the students shop.

Every member of staff will be provided with a stamp which should be used to reward students on a regular basis for positive attitudes to work and behaviour for learning. These rewards will be collated through the Tutor system and the following agreed tariffs should be followed.

VIVO Rewards for attendance

- 100 Vivo's for perfect attendance in one half term
- 600 in total for all 6 half terms completed
- Rewards to be presented in assembly in the form of a VIVO Cheque and certificate

VIVO Rewards for organisation and Punctuality

- 25 Vivo's for perfect Pen, Pencil, Planner 5 days of the week
- 250 Vivo bonus for completing 1 half term with perfect organisation.
- 1000 Vivo Bonus for the year.
- Rewards to be presented in assembly in the form of a VIVO Cheque.

(Appendix A is an exemplar for the use of Tutors to help monitor appropriate levels of rewards)

- A *Prize Draw* may be run three times per year in addition to Vivo Miles for upper school students. The draw enables us to further reinforce and reward positive behaviours and attitudes with our older students.

Rewards may be given in the form of letters or postcards home, certificates of merit celebrating a wide range of individual successes. These rewards can be given both by teachers and support staff. Leaders should however agree with their teams appropriate criteria for such awards.

Challenging poor behaviour

Whilst acknowledging that judgments are more difficult to make than tariff responses it is none the less useful to categorise behaviours in order of severity and make appropriate responses. A clear hierarchical structure to which all members of our learning and teaching community have contributed will be published in every classroom and public area in the Academy. (See COLA behaviour for learning flow chart)

Good behaviour for learning is, in the first instance, the responsibility of the classroom teacher and the students in that lesson. It is the responsibility of the teacher and the students to arrive at lessons on time, have the correct equipment, have good standards of dress and be prepared for learning. The guiding principle of this policy is that sanctions are applied where learning and teaching are compromised.

The Tutor

At the City of London Academy the Tutor is the first and natural point of contact between students, parents and the school. The Tutor is the person who welcomes students to the school at the start of school and sets the standards and expectations for the day. The aims of the Tutor are, therefore, to build strong relationships with individual pupils and to create a Tutor group ethos which becomes the bedrock of all other aspects of the life and work of every member of our learning and teaching community.

Registration

Registration has two main functions. First, it fulfils the legal requirement to register pupils. This should only take a few minutes of Tutor time, but it gives the Tutor a unique and ongoing insight into the attendance and punctuality patterns of individual pupils. Sometimes this will require the Tutor to make contact with the pupil's home to establish reasons for non attendance and, where necessary, to liaise with the Head of Year if further action is required.

The other main function of registration is to prepare the pupils for the school day.

During registration tutors should check:

1. **School Uniform:** Tutors should ensure that pupils are dressed in correct uniform and that they are sent to lessons smart and in an orderly way. This ensures that the teacher who receives them can start the lesson promptly and helps create an orderly start to lessons.
2. **Equipment:** Tutors should regularly check that pupils have the correct equipment that they will need for their lessons; this promotes high expectations and reduces disrupted learning experiences for all pupils.
3. **Planners:** Tutors, with Heads of Year, should regularly check students' use of planners. This will help students with their organisation skills and will give Tutors insight into academic progress.

Tutors will be responsible for monitoring and ensuring good punctuality. Therefore as well as school detentions Tutors will be able to impose a smaller 15 minute detention, at the Tutors convenience, for poor punctuality and failure to bring correct equipment to school. If the student fails to attend then the student will be given a 30 minute detention by the form Tutor for the following day. If the student fails to attend this detention then it escalates to a HOY/HOL detention. (See lateness policy flow chart Appendix B)

If a student is late on three or more occasions in any half term Their Head of Year will invite parents/guardian into school to discuss the students punctuality. Should there be no improvement during the next half term the Assistant Principal for that Year will require the parent/guardian to come into school to sign a contract of punctuality with the Academy.

The Classroom.

Where learning and teaching are compromised in the classroom students should first be given a warning. If the behaviour is repeated the students name should be written on the board, on the third strike the student should then be removed to the removal room using the buddy system and the remove timetable published in every faculty.

Where a student has been removed the teacher and the student should try to resolve the matter on the same day or as soon after as possible. If the matter is unresolved then the teacher should issue the student with a detention slip for a school detention for the following day.

The Faculty.

Depending on the severity or persistence of the behaviour the Head of Faculty may intervene with level 2 sanctions and place the student on faculty report or behaviour contract.

(Appendix 3 and 4)

All Heads of faculty will be issued with radios and should use the SLT on call rota to assist when the normal procedures for dealing with compromising behaviour has broken down.

School Detentions.

All members of staff at the City of London Academy will be issued with a detention booklet. Detentions can be issued for:

Not handing in homework

Persistent lateness to lessons

Persistently poor uniform

Poor learning behaviour

Rudeness and challenging members of staff

Disruptive or dangerous behaviour.

All members of staff need to ensure that they follow the level one sanctions before issuing a detention slip to students. If a detention is warranted then this will be a half hour detention for the following day. Heads of Year should oversee these detentions but not take them so as to make the Head of Year detention distinctive. The half hour detentions will be supported by members of staff who do not have tutor groups.

Should the situation become more serious then the member of staff should liaise with their HOF or HOY and the HOF or HOY should sign off a one hour HOY detention. HOFs and HOYs will receive an activity report from MIS on a weekly basis. HOY detentions will take place one day per week. Failure to attend a HOY detention will result in an SLT detention, again to take place on a fixed day, should a student receive an SLT detention the Parents/ Guardians will be contacted by a member of SLT and they will receive a letter confirming the date and place of detention. (See Appendix B)

The member of staff and the student will sign the detention slip and the reason for the detention should be given. The student will be given page one and it will be the students responsibility to ensure that the slip is handed to the parent/ guardian on the same day. The teacher will be responsible for handing page 2 into the general office by 3.30pm of of the same day. Page 3 will be kept by the member of staff for their own records. Class registers will highlight in red if a student has a detention on that day and period six teachers should take the student to the room where the detention is being held. This will normally be the same room each day for each Year group. These detentions will be managed by teachers. Should a student be absent on the day of a detention then the detention should be made up on the first day of return to school. If a student

SLT Detentions

Each year group will have an Assistant Principal attached to it. Where students fail to attend a school detention they will be given an AP detention, this will be one and a half hours and will be arranged by the AP. The parents will also be contacted by letter and telephone and the detention and reason will be recoded and published by MIS in the same way as the school detention. AP's will also give detentions when deemed necessary and in line with the

behaviour policy. Failure to attend an SLT detention will result in the student being referred to the inclusion unit and a parental interview should be arranged.
(Please refer to detention protocol flow chart)

SLT will review data on behaviour, attendance and punctuality on a weekly basis to effect swift interventions.

Each detention or behaviour entry on Sims will accrue a behaviour point, letters and contact with parents as well as interviews with senior staff will be triggered by accrual of set numbers of points:

1. Student gains 20 behaviour points- letter sent home by Head of Learning
2. Student gains 40 behaviour points- student seen by Assistant Principal and letter sent home.
3. Student gains 80 behaviour points- student seen by Vice Principal letter sent home.
4. Student gains 100 points- student seen by Principal, parents contacted and letter sent home. (See appendices letters)

Other sanctions in the behaviour policy, e.g. PSP, may be introduced at any point in this process as is judged necessary.

Recording incidents of poor behaviour

All incidents of poor behaviour should be logged onto SIMS as soon as possible after the incident. Incidents should be logged by the teacher who witnessed or dealt with the original incident.

It is essential that poor behaviour is challenged consistently around the school. This policy therefore includes the following initiatives to ensure a safe secure and calm ethos is preserved:

- It is important that all staff have a presence in corridors at lesson changeover, at the beginning and end of breaks and at the end of the day.
- Staff must punctually carry out their duties at morning breaks.
- Staff must be punctual and lessons must start and finish on time
- Year Assistants will regularly patrol outside areas and stairwells.
- A lesson by lesson SLT behaviour rota will be drawn up and implemented

The inclusion unit: The purpose of the inclusion unit is not in the first instance a place where students are sent to be punished but rather a place of learning where students can access the curriculum through the provision of “first quality teaching”

- The inclusion unit is located on the ground floor of the temporary buildings and is staffed throughout the school day.
- Students may only be referred to the inclusion unit by HOF/HOY and members of SLT.
- The procedures for referral to inclusion unit are laid out in the unit handbook
- The inclusion unit implements a fixed term tariff for referrals
- The head of unit maintains and develops links with offsite provision, (PRU, Behaviour projects etc)
- The specific needs of referred students are catered for in the unit through personal learning programmes
- Weekly publication of students in the inclusion unit on intranet.

PSP (pastoral support programme)

For continued and persistent poor behaviour, poor attendance or in cases of inappropriate behaviour outside school, students may be referred for a pastoral support plan. Heads of Faculty may refer on behalf of their team to the relevant Head of Year or the AP inclusion. Heads of Year will draw up the Pastoral Support Plan for qualifying students.

PSPs may be implemented alongside referrals to outside agencies such as Educational Psychologist, Youth Offending Team, Education Welfare Service, Behaviour and Exclusion Support Team and various behaviour management projects. This is particularly relevant to students with statements of special educational needs for whom the PSP must be drawn up in consultation with the SENCO. PSPs will be monitored by HOYs and parent meetings will be held every 10 school days to check progress

Governors Disciplinary Panel

The panel will meet to hear serious cases of continued and persistent poor behaviour. The panel is empowered to issue a formal governors warning to parents regarding the future behaviour of their child. The warning is such that future poor behaviour may result in permanent exclusion from the Academy.

Fixed term and permanent exclusions

Excluding a student is a measure which may only be taken by the Principal.

There are two types of exclusion: fixed term and permanent. The Principal may exclude a student for up to 45 school days in any academic year. Over 45 days the exclusion is deemed to be permanent.

Exclusions which result in the student being excluded for more than 5 school days (singly or cumulatively) in a term must be reported to the governors and the student's home LA.

Any exclusion which may result in a student missing a public examination must be reported to the governors and to the student's home LEA.

All other exclusions must be reported to the governors and the student's home LA.

Monitoring and reviewing this policy

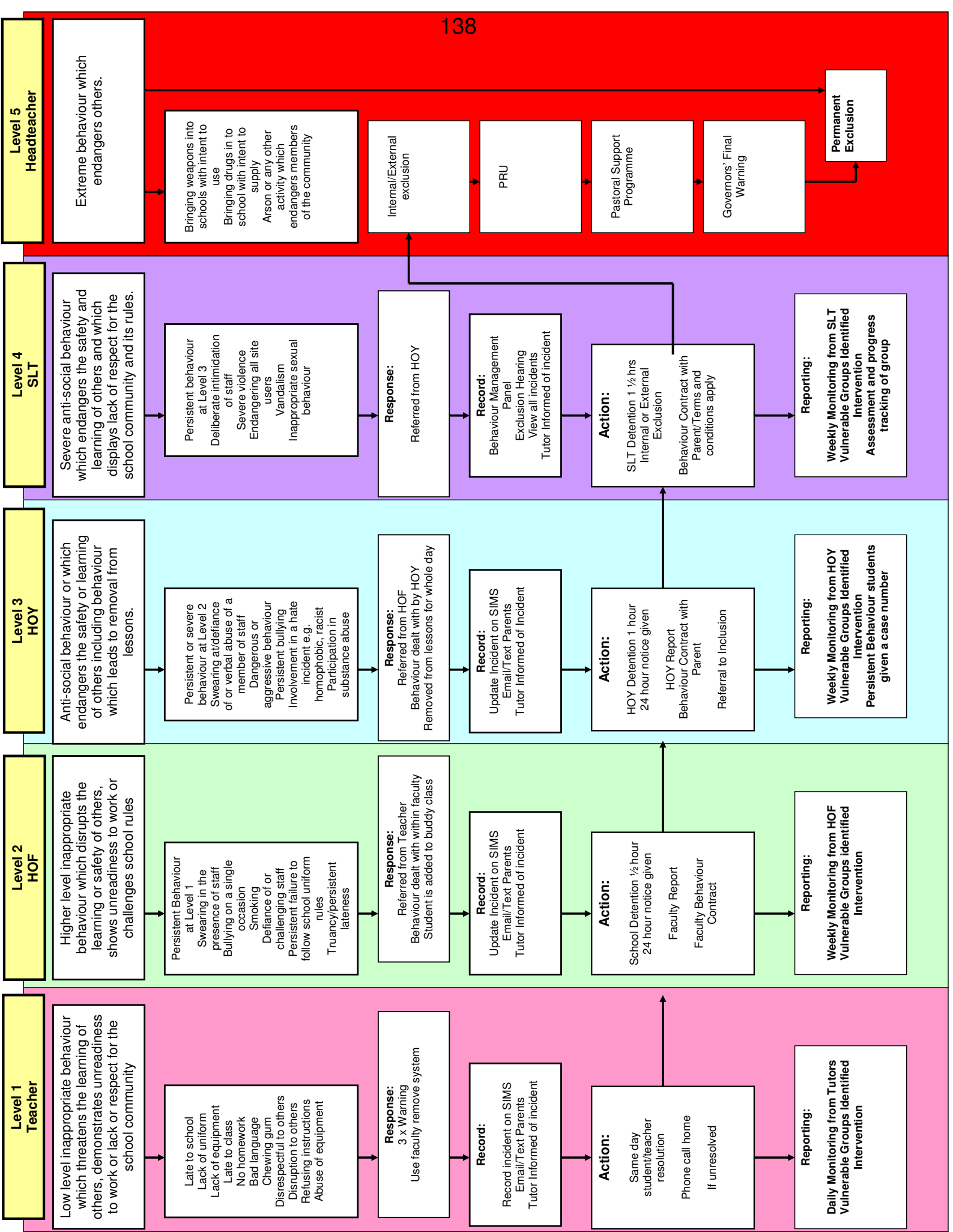
- The implementation of the policy will be monitored by the Principal and a report made to the Governors Curriculum and Community Committee each term. All exclusions will be reported to the Committee in the termly report.
- This policy will be reviewed at least every two years by the Governors Curriculum and Community Committee and recommendations for acceptance of the biennial review made to the governing body meeting in the summer term of the review year.

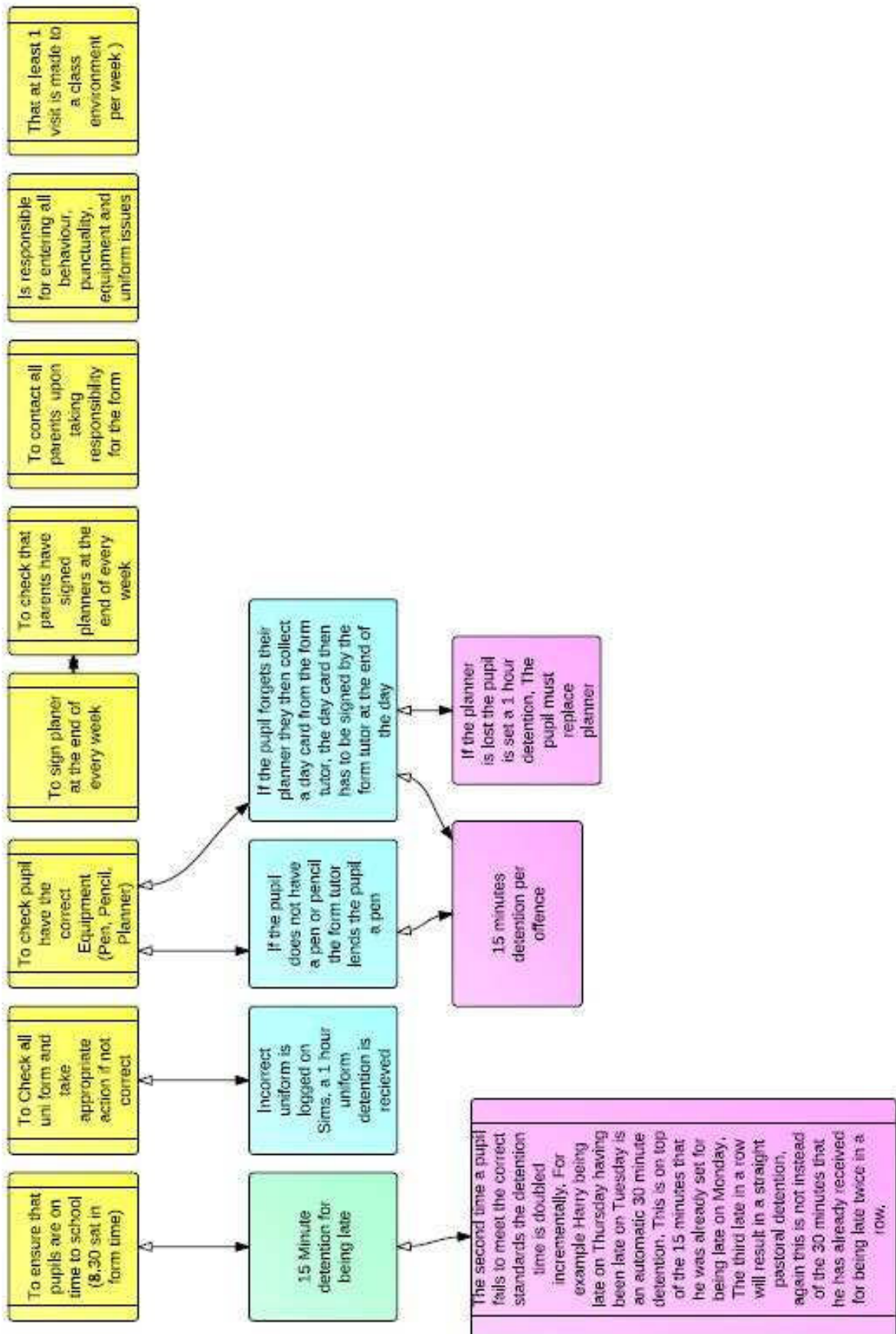
Signed: _____ Date: _____

Principal

Signed: _____ Date: _____

Chairs of Governors





Sacred Heart Behaviour Policy Letter 2012

Dear Parent/ Guardian

RE: BEHAVIOUR PROCEDURE

I am writing to remind you of how Sacred Heart monitors behaviour throughout the school.

The school use a computer programme called SIMS to log behaviour and achievement for your child. This information will be regularly fed back to you and your child. We hope this system will have a positive effect on your child's behaviour and encourage them to strive to do their best in every class that they are in.

In summary, *Behaviour Points* are issued in the following categories:-

- Equipment
- Disruptive/inappropriate behaviour
- Poor effort
- Late to school
- Late to lesson
- Use of mobile phone
- Failed to do homework
- Fighting
- Truancy
- No P.E. Kit

Achievement Points are available to pupils in the following categories:-

- Excellent effort
- Outstanding work
- Good mention
- Excellent homework
- Excellent participation
- Charity fundraising
- Positive contribution towards school
- Good Reading

The consequences for both *Behaviour* and *Achievement* points are set out overleaf.

It is important you are aware of the points your child is on and your support is absolutely essential in the school's efforts to optimise performance in the classroom.

Please be aware that these measures are purely a guide and understand that we will deal with each case on an individual basis by conducting an investigation. A child's previous patterns of behaviour and individual circumstances will be taken into account.

Should you wish to discuss this matter any further, please do not hesitate to contact myself and or the Head of Year.

Yours sincerely,

R. LANSQUOT
DEPUTY HEADTEACHER

I have received and understood the letter regarding the behaviour guidelines from my child.

Child's Name _____ Class _____

Parent/Guardian _____ signed:

Date _____

BEHAVIOUR POINTS

5 Points Investigation ***FORM TUTOR***

STAGE 1

- Friday Night
- Form Tutor Call Home

10 Points Investigation

- Call Home/Meeting - Parent/Form Tutor/HOY
- No Trip
- Saturday Morning Detention
- Form Tutor Report
- Evidence provided to HOY

20 Points Investigation ***YEAR***

STAGE 2 HEAD OF

- Meeting - Parent/HOY
- HOY Report

30 Points Investigation*

- Meeting – Parent/HOY/Ms Davey (*Footsteps Manager & Co-ordinator*)
- 1 Week Footsteps
- PSP by Ms Davey

Evidence provided to Mr Lansiquot

40 Points Investigation****STAGE 3 DEPUTY*****HEAD**

- Meeting – Parent/Mr Lansiquot
- Warning Letter with next steps
- 2 Weeks Footsteps includes 1 Week Integration

50 Points Investigation*

- Meeting – Parent/Mr Lansiquot/HOY/Ms Davey
- Senior Staff Panel/HOY

60 +Points Investigation****STAGE 4*****HEADTEACHER**

- Meeting – Parent/Mr Lansiquot/Mr Cefai
- PRU Recommended
- Indication of no progress being made and consideration of permanent/alternative education

**Length of exclusions will be decided upon an individual basis/severity of behaviour.*

ACHIEVEMENT POINTS**150 Achievement Points**

- Bronze Certificate

350+ Achievement Points

Gold Certificate

£10 Voucher

250 Achievement Points

- Silver Certificate
- £5 Voucher

-

New Late To School Procedure**Half Termly**

Late to School x 3	Letter/Saturday Morning Detention
Late to School x 5	Letter/Early Morning Detentions (3 days min) <u>7.45am-8.00am</u> (Failure to attend will result in a 1 day exclusion) Contact home by Mr Sango
Late to School x 6-9	Each late will lead to an 'Early Morning Detention' on the following day. 7.45am-8am (Failure to attend will result in a 1 day exclusion)
Late to School x 10	1 day exclusion / Pupil to face panel to discuss further measures.



ST MICHAEL'S CATHOLIC COLLEGE BEHAVIOUR POLICY

Ethos

St Michael's College aims to respond to the needs of each individual pupil developing the whole personality for fostering qualities of mind, body and spirit, feeling and imagination in a supportive Catholic atmosphere.

Aims

St Michael's College aims to help pupils:

- To develop lively enquiring minds, and the skills and abilities necessary to ensure success and the highest personal academic achievement.
- To develop an understanding and appreciation for their religious faith and the spiritual and moral dimensions of their lives.
- To learn to respond to the needs of others; to respect other races, cultures and religions.
- To celebrate and enjoy experiences of friendship, success, happiness and shared endeavour.
- To create an environment where 'Every Child Matters'.

Behaviour Policy

We expect our pupils to behave well, both inside and outside the college, by showing self-discipline and respect for both themselves and others. This will be their response to the Catholic ethos of St Michael's College and the homes from which they come; by their conduct they are expected to bring credit to both. A summary of our college rules is listed below. Other rules may be explained, as the occasion arises, on appropriate occasions. All pupils are expected to respond promptly and obediently to the instructions of staff. Sanctions for poor behaviour are set out in this document.

A happy and successful college is one in which good order prevails and pupils respect boundaries. We insist on high standards of conduct, behaviour and appearance and rely on parental support to achieve this.

Pastoral Support Framework

St Michael's College has a framework to promote good behaviour. There are various elements that include praise, commendation, reward and use of role models which include our prefect system.

College Rules

- Good behaviour, courtesy and politeness are expected in college, to and from college and on Public Transport.
- Full college uniform must be worn to and from college and on all college occasions. All articles of college uniform should be clearly marked with the owner's name. Breaches to uniform or pupils having extreme hairstyles will result in a fixed term exclusion.
- Pupils returning to college after absence should bring a letter of explanation from their parents to the Form Tutor. The college journal should not be used for such purposes.
- Pupils arriving late for college must join the late line to have journal stamped. If a pupil arrives after 9.10 a.m. they must report to the college office to be signed in, being late to college will result in a detention after college on the same day. A pupil who has to leave early for any reason must bring a note to the Form Tutor and report to the secretary with the note signed by the Form Tutor during a.m. registration. They must then report back to the secretary to receive written permission to leave.
- Pupils should have a navy blue or black rucksack or satchel type bag capable of being closed to carry their books to, from and at college. This should be kept with the pupil during the day wherever possible.
- A letter from parents is required giving permission for bicycles to be brought to college. All bicycles must be securely locked and left in designated area.
- During the lunch hour pupils may not leave the premises and must have a college lunch. Sandwiches may not be brought into college.
- Outdoor coats must not be worn inside the building.
- Prefects act under the direction of staff and must be obeyed.
- Pupils should not normally bring newspapers or magazines to college.
- Chewing gum is strictly forbidden in college.
- Smoking is forbidden to, from and in college and whilst in college uniform.
- Expensive items, such as iPods etc. or large sum of money, should not be brought into college. No responsibility can be taken by the college for loss of money or other personal property left unattended.
- Mobile phones are permitted but should be switched off during the college day and remain out of sight. Any phones which are seen by staff or are being used during the day will be confiscated. No responsibility can be taken by the college for loss of phones or other personal property left unattended.

- All damage to college property and equipment should be reported immediately; care should be taken of all college books.
- St Michaels reserves the right to stop and search any pupil who is suspected of being in possession of any object, material or substance that could be deemed to be harmful or in contravention to any of the college rules e.g. cigarettes, lighters, knives or drugs.
- Offensive weapons/Drugs are not permitted on college premises. Any pupil who is found in possession of any such item or who brings any such item into college will be permanently excluded.
- Making false or malicious accusations about a member of staff could result in the permanent exclusion of a pupil from the college.

On entry to the college parents and pupils sign a Home College Agreement, agreeing to support the whole ethos of St Michael's College. This is a binding contract and in signing it, it is expected that parents are agreeing to the rules of the college.

A pupil's individual code of conduct is printed in the college journal under the heading 'General Information'.

Bullying

The Governors and staff make a commitment to all pupils that each reported incident will be taken seriously and dealt with sensitively. Pupils and parents are assured that necessary action will follow in accordance with the college's anti-bullying policy.

Sanctions

- Incident forms are used as a referral system.
- A teacher refers the problem to the Head of Faculty or Head of Department with the incident form for information or further action.
- A pupil is advised that an incident form is being issued.

To disregard the rules and routines, deliberately or thoughtlessly, is a discourtesy to fellow pupils and staff. In cases where college rules are broken the college will apply a variety of sanctions, which may include the following:

Detention

After college detentions may take place for 1 hour without prior notice. Notice will be given for longer detentions in line with the DCFE guidelines; this may include a 3 hour Saturday morning detention. The college journal will be used for this purpose. Detentions may be used as a 'tool' to help improve pupil academic performance, punctuality. Detention tasks may include academic work or community tasks e.g. collecting litter.

Daily Reports

If a student persistently misbehaves or fails to produce work to a satisfactory standard then the Faculty Heads will use a daily report sheet. Teachers, Faculty

Heads and parents sign the sheet daily. Daily reporting would normally last for two weeks. Getting a 3 on the daily report will result in a one hour detention after college on that same day.

Deputy Head Reports

When further monitoring is required or the pupils has not performed adequately on Daily Report, the Deputy Head report is issued for serious academic underachievement or behaviour issues.

Individual Education Plan (IEP)

IEPs are drawn up for all statemented students, the SEN/Inclusion dept. track pupil progress using college tracking, this will include pupils at college action and college action plus. Students are involved in the drawing up of S.M.A.R.T. targets, to be achieved by a given date, and the review of them. Parents will be informed.

Short Term Internal Exclusion

The pupil will be withdrawn from normal college routine, in line with the DCFE guidelines, and work will be set. Parents will be informed in writing if this sanction is applied.

Exclusion

The Head teacher and Governors always reserve the right to admit or exclude pupils on a fixed term or permanent basis, in line with DCFE guidelines.

Fixed Term Exclusion

This is a serious disciplinary measure and is only taken when other efforts to control behaviour have failed or if a one off incident is of a serious enough nature to warrant a fixed term exclusion in accordance with the college sanctions. In the case of exclusion parents are contacted and asked to collect their child, if this is not possible the parent may give permission for their child to be released by the college. If the parent can not be contacted it may be appropriate to place the pupil in the LSU for the remainder of that day, the exclusion will then begin the following day. At the end of the exclusion period the student and parents will be asked to attend a reintegration interview. If a pupil is at serious risk of permanent exclusion a Pastoral Support Programme (PSP) will be drawn up. The PSP is a supportive plan used to promote behaviour change; it lasts for an agreed period. Parents and external agencies are involved in this process.

Permanent Exclusion

This is used after all efforts and sanctions have been used to assist the child to remain in college (in line with DFE guidelines). A permanent exclusion may however be for a first or 'one off' offence. Full details of this sanction and appeal procedures can be obtained from the college on request.

Immediate Permanent Exclusion

A decision to exclude a pupil will be taken by the Head teacher if there is an urgent requirement to do so because of a serious breach of the college disciplinary policy. A

full investigation will then be carried out and a decision reached, all parties will then be informed in writing by the college.

College Journal

- A college journal is issued to every pupil throughout the college and is used to record homework, merits and comments on behaviour.
- Parents should review the journal on a regular basis and sign the journal weekly.
- The college journal is monitored by the Form Tutor.
- Parents can communicate with the college via the journal.
- If the journal is lost then a temporary journal is issued by Mrs. C Burden which must be completed and returned the following day. Temporary journals should be collected from the Mrs C. Burden during morning registration.
- Merit certificates will be issued for good work or behaviour.
- The journal is used to advise of detentions; a detention of 1 hour may be given without any prior notice (in line with government guidelines).
- A new journal is issued each term.
- Pupils must have their college journal with them every day.
- College journals are required to be stamped each day as pupils enter the dining hall for lunch.
- The aim of the college journal is to promote regular communication with parents, encourage student to plan and think ahead, praise good work, and encourage regular work and good behaviour.
- The journal should also have up to date contact details for the pupil and have a signed "permission requiring parental signature" page.

Pupil payment card

- A payment card is issued to every pupil throughout the college and is used to pay for any meals bought in the college.
- Cards can be credited using cash via a machine in the college or by way of a secure internet site.
- The payment card can also be used to access the printers and photocopiers in the college.
- Loss or damage to the card will result in the card being replaced at a cost to the student.
- Full details of the payment cards are available from the college on request.

Attendance

- Regular attendance is encouraged and expected of all students.
- Parents should inform the college on the first day of any absence.
- On return from absence a letter explaining the absence must be produced.
- Medical certification should be provided on request.

- The college works closely with parents and agencies to identify patterns of non-attendance at an early stage. Non attendance will be dealt with seriously and Educational Welfare will be informed.
- Truancy will be dealt with seriously and the pupil will be detailed at the discretion of the Learning Coordinator to make up lost time this may involve a 3 hour detention on a Saturday morning.

June 2012

Date Ratified by the Governors:.....

Signed:.....

Review Date: 2013

BEHAVIOUR POLICY

GENERAL STATEMENT

Walworth Academy believes that regular, punctual school attendance is vital for high achievement in order that students can be the best that they can be. Absence from school is recognised as a safeguarding issue as it places children at risk and in some cases it can result in students being drawn into anti-social or criminal behaviour.

Regular attendance of students is closely related to their levels of achievement. This makes the issue of regular attendance of great importance. Under education legislation, parents have a duty to ensure that their children attend school regularly and punctually. Failure to do so, without reasonable excuse, can result in referrals to the Education and Welfare Attendance Service (EWAS) with the prospect of fines or prosecution for those parents, should a child's attendance not improve rapidly.

EXPECTATIONS

Good attendance and punctuality depend on a partnership between students, parents and carers, the academy and outside bodies like EWAS. For its part, the school expects the following from students and parents and itself follows this practice:

Students are expected to:

- Attend school regularly.
- Arrive in school in good time, for the start of lessons at 8.30 am each morning.
- Attend all lessons promptly.

Parents are expected to

- Make sure that their children attend school regularly.
- Make sure that their children arrive at school in good time, for the start of lessons at 8:30am.
- Contact the academy by telephone on the first day of absence if their child is unable to attend for any reason, followed by a written note on return.
- Ensure that their children are in proper school uniform.
- Ensure that their children are properly equipped for school.
- Arrange medical appointments and holidays outside school time where possible.
- Contact their child's tutor or the receptionist in the appropriate small school to discuss any concerns that they may have and which could affect their child's attendance. (Chaplin and Babbage are the two small schools at Key Stage 3 for Years 7,8 and 9; Seacole is the small school for Key Stage 4 for Years 10 and 11.)

Staff at Walworth Academy are expected to:

- Register students efficiently and accurately during lesson 1 and again during lesson 6 according to current regulations.
- Pass on concerns about absence to the Senior Leadership Team (SLT) in the relevant small school, if a student fails to attend without satisfactory explanation.
- In cases of concern a tutor or member of staff must be mindful of the safeguarding policy and implications around non-attendance; thereby notifying the safeguarding coordinator via a "CP snippet".
- Promote attendance by taking account of each student's individual needs.
- Aim to co-operate fully with other agencies to encourage punctual attendance at school.
- Provide regular reports on each student's attendance to parents.
- Set demanding yet realistic targets for whole school attendance. The current target for every year group is an average attendance over the year of 92%.

PROMOTING HIGH ATTENDANCE AND PUNCTUALITY

The basic process consists of:

- regular and frequent analysis of the data and then
- reviewing what is necessary and working well and
- devising new strategies to improve attendance and punctuality.

This will involve rewards and sanctions as appropriate for groups and individual students. More specifically:

- Staff are expected to use the ePortal section of the Academy's Information Management System to record at each lesson and at registration, the attendance, lateness and authorised absence data. All staff should emphasize at all times the importance of good attendance.
- Small school SLT analyze the attendance statistics of their respective cohorts each week, aiming to encourage high attendance and good punctuality through leadership of their small school population, through assemblies, group meetings and one-to-one meetings with parents, and through working closely with the Education Welfare Officer (EWO) allocated from EWAS.
- Action on attendance is identified at small school level by the Senior Management team in order to monitor and ensure the effectiveness of the strategies and procedures adopted.
- The SLT member with primary responsibility for attendance reports each week to the SLT about trends in attendance and the overall figure of attendance to the Academy.
- Designated staff at small school level monitor attendance on a daily basis, making sure that the raw attendance data is as accurate as possible, making calls to parents/carers for unauthorised absence on the first-day, updating the Unauthorised Absence Register Spreadsheets as appropriate.
- A designated person within each small school is the primary liaison point with EWAS, producing fortnightly reports and analysis to monitor individual and group attendance.
- The designated person liaises with the SLT member with responsibility for attendance to coordinate action on poor attendance through the use of Attendance panels held jointly with EWAS. This action on persistent absence - defined nationally as less than 80% - is a formal early intervention concerns ahead of a referral to EWAS when attendance is below 60%.

WORKING WITH OTHER AGENCIES

The academy co-operates fully with the work of EWAS, especially in regard to court action in appropriate cases and to the off-rolling procedures we follow in regard to safe-guarding pupil safety.

OTHER AREAS OF WALWORTH ACADEMY WHICH AFFECT ATTENDANCE

Students will come to school more regularly if they like being here and can work in a safe, purposeful environment.

It is therefore, essential that all staff are mindful of :

- Providing a welcoming, safe and disciplined learning environment
- Students engaging with pastoral support
- A suitable and stimulating curriculum
- Inspiring and challenging teaching
- Targeted curriculum support
- Child Protection and issues around safeguarding to support the Every Child Matters agenda
- Extended schools opportunities to engage student interest and enjoyment
- Gifted and Talented students and developing such skilfulness

It is essential that these aspects of school life are seen as part of the drive to encourage students to be the best that they can be in order to instil the values of good attendance and punctuality at the academy.

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**EDUCATION, CHILDREN'S SERVICES & LEISURE SCRUTINY SUB-COMMITTEE
MUNICIPAL YEAR 2013-14**

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