



**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 21<sup>st</sup> 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.

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## **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 for<sup>8</sup>.

### **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 item<sup>10</sup>.

### **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 State<sup>11</sup>:
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 State<sup>12</sup> 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 SLS/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 6<sup>th</sup> and 50<sup>th</sup> 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 6<sup>th</sup> and 15<sup>th</sup> 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**

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

#### 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)***

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

#### 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.

Inform student(s) that if entrance is not calm the second time a sanction will be given.



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 20<sup>th</sup> 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/KCA/PGK 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 for<sup>8</sup>.

### **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 item<sup>10</sup>.

### **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 State<sup>11</sup>:
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 State<sup>12</sup> 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.



## 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 \_\_\_\_\_

## 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 \_\_\_\_\_