

STUDENT BEHAVIOUR PROCEDURES/SANCTIONS

1. THE SANCTIONS SYSTEM

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

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

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

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

Outside the Classroom

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

CLASSROOM RESPONSES TO INAPPROPRIATE BEHAVIOUR

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

Verbal Warning Stage:

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

Written Warning:

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

Safe Room:

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

Failing the Safe Room:

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

The Severe Clause

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

THE SANCTION PROCESS

Detentions

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

INTERNAL EXCLUSION in the Internal Exclusion Room (IER)

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

EXTERNAL EXCLUSION

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

Behaviour Flow Chart for Setting Sanctions

Verbal Warning
Written Warning

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

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

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

Middle Leaders Action for the implementation of a Middle Leaders Detention

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

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

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

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

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

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

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

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

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

Middle Leader Analysis of Behaviour – PL and Subject Leaders

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

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

INTERNAL AND EXTERNAL EXCLUSION OF STUDENTS

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

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

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

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

The LEA will be informed of all permanent exclusions.

EXTERNAL EXCLUSION

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

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

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

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

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

Fixed Period Exclusions of Five Days or Less

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

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

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

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

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

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

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

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

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

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

PERMANENT EXCLUSION

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

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

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

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

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

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

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

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

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

MISSING A PUBLIC EXAMINATION

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

PENALTY NOTICE FOR EXCLUDED STUDENTS

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

Harris Academy Peckham Behaviour Management System

Sanction Continued



Letter sent home and parents contacted on day of incident

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

1 to 5 days



Letter sent home and parents contacted on day of incident

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

1 to 45 days in total over an academic year



Letter sent home and parents contacted on day of incident

Permanent Exclusion

Permanent

Intervention

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

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

Pastoral Support Plan (PSP)

WHAT IS A PASTORAL SUPPORT PLAN (PSP)?

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

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

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

WHO NEEDS A PASTORAL SUPPORT PLAN (PSP)?

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

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

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

WHAT IS IN A PASTORAL SUPPORT PLAN (PSP)?

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

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

HOW CAN A STUDENT BE REFERRED?

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

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

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

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

EXAMPLES OF SOME OF THE TYPES OF SUPPORT ARE:

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

Harris Academy Peckham

Sanction Guidelines

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

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

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

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

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

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

Assign Behaviour incident to Middle Leader for Middle Leader Detention

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

Referral to SLT (via 'On Call')

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

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

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