



Wigston Academy

BEHAVIOUR AND EXCLUSIONS POLICY: STATUTORY

DATE APPROVED:	28 th October 2021
APPROVED BY:	Executive Headteacher
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Signed by Executive Headteacher:

Date:

28th October 2021

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1. Aims

We believe that poor behaviour in school affects learning and can affect the well-being of all and therefore this policy statement applies to the whole Wigston Academy community. It establishes the principles that underpin good behaviour and provides guidelines as to how good standards of behaviour will be maintained through our core values of Respect, Ambition, Resilience, Engagement and Responsibility.

Society expects good behaviour as an important outcome of the educational process. We believe that School plays a fundamental role in modelling and developing people so that they can make a positive contribution to society. At Wigston Academy we know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour. Students bring to school a wide variety of behaviour patterns based on differences in home values and attitudes.

At Wigston Academy we will work towards standards of behaviour based on the basic principles of Learn, Aspire and Achieve, which encompasses our core values of Respect, Ambition, Resilience, Engagement and Responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

We, the students, staff, parents and governors of Wigston Academy believe that good teaching and good behaviour enables all of us to achieve our full potential. We achieve this by developing a positive partnership between home and school and by making our expectations clear to everyone at Wigston Academy.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Students are expected to work in a friendly but disciplined atmosphere for learning. Arrangements governing behaviour in school can be found on the school website and on notices around the school and in classrooms. Issues related to behaviour are often raised in School assemblies. Such guidelines are kept to a common-sense minimum but are effectively enforced. Great stress is laid upon the importance of self-discipline, consideration for others and care of the school environment. The school has a very low tolerance for students whose attitudes and behaviour interfere with their work, and that of others; they can expect their parents to be informed and requests made for the behaviour to be modified. This is most commonly undertaken by the Form Tutor or Head of Year, but other Senior Staff are involved in more serious cases. There is a clear structure, with a graduated behaviour system, for the management of students whose behaviour is unacceptable and those who persist in causing low level disruption. Threatening or violent behaviour, disrespectful treatment of staff and involvement in substance abuse always results in very serious consequences. Opportunities for counselling and mentoring are provided. In order to facilitate good behaviour and good learning students, parents and tutors sign a Home/School Agreement.

The school's behaviour policy will be applied in school but may also be applied when students are out of school for example on school trips, on their journey to or from school or in any other situation where the students is identifiable as a member of the school. The Policy may be applied at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are (but not limited to):
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We hope that most of our students feel able raise issues of concern through direct contact with the pastoral team, their tutor, other teachers and other support staff most of the time. However, we recognise that for some students or with some issues, students may wish to do this differently and possibly anonymously. For this reason, we have our Speak Out service in place which comprises a dedicated email (speakout@wigstonmat.org) and strategically placed post-boxes around the site. The post boxes are emptied daily and the email checked daily (during the school week) by pastoral staff who will triage the message and either deal with it or pass it on accordingly.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Executive Headteacher and Headteacher

The Executive Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student code of conduct and Behaviour Management

Code of Conduct

Students – I will

- arrive each day ready to do the best I can at all times
- attend school and lessons every day and on time, properly equipped and in the correct uniform
- treat others in the way I would wish to be treated myself
- keep myself safe and help others keep themselves safe
- show respect for the school environment by playing my part in keeping it safe, clean and tidy
- listen to and follow instructions from all staff straight a way
- do all my classwork and homework on time and to the very best of my ability

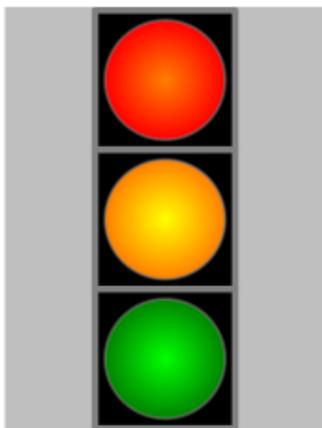
- actively engage with my learning, respond to teachers’ feedback and seek out opportunities to extend my learning
- behave in a way which shows I am proud to be a member of the Wigston Academy community, both inside and outside school, including social media

School Rules – Our Non-Negotiables

Students are expected to know and understand the set of non-negotiable standards we abide by at Wigston Academy. These non-negotiables are displayed across the campus and are in every classroom.

LEARNING ENVIRONMENT NON-NEGOTIABLES	
<p>TEACHERS EXPECT:</p> <ul style="list-style-type: none"> • Prompt arrival and ready to learn coats off and bags on the floor • Uniform worn correctly • Prepared for lessons with correct kit • Quiet when teachers are taking the register or delivering the lesson • Respecting each others learning time • Students to take pride in their work – written work have dates and headings underlined • Students respond to feedback and listen to and take on board advice given • All tasks set to be completed to the students best ability – including homework • Taking part in learning • Students have a ‘can do’ attitude – if at first you don’t succeed, try, try again 	<p>STUDENTS EXPECT:</p> <ul style="list-style-type: none"> • A warm welcome • Teachers promoting a love of learning • Positive learning environment • A ‘do now’ task to engage them • Teachers to have high expectations for all students • Effective communication and clarity of explanation • Appropriate work is set • Regular feedback that helps them to make progress • Support to be provided when needed • Regular progress check – RAG cards, whiteboards, thermometer

Language to RAG engagement for learning



- Red – Preventing or disturbing the learning of others
- Amber – Not respecting own learning
- Green – Respecting each other learning

Procedures

Prevention

Member of staff (MOS) should anticipate or seek to prevent issues within the lesson by:

- Speaking to the students in a civil and courteous manner.
- Ensuring that lessons are well planned and differentiated to ensure ALL students are engaged.
- Use the seating plan in your context folder and re-evaluate regularly.
- Using a variety of methods to ensure students remain on task.

Classroom based issues

Member of staff (MOS) to respond to issue by:

- Verbal and non-verbal cues to keep student on track and engaged
- First 'B1' to be issued by the MOS
- Persistent problems are to be recorded as a 'B2' and a sanction must be applied
- Removal from the room, a time to 'reflect' for a **maximum** of 2 minutes may be used where necessary.
- On returning to the room, the student should be moved to a different seat

MOS need to:

- Log incidents on Sims using the B1 or B2 as appropriate
- Issue the student a detention of appropriate length
- Evaluate their seating plan and differentiation
- Inform HOD

Continued issues

MOS respond to issue by:

- Log incidents on Sims using B2/B3 as appropriate with comments
- Issue the student a detention of appropriate length,
- MOS to contact home to inform parents – for after school detentions
- Evaluate their seating plan and differentiation
- Inform HOD

MOS to:

- Update Sims
- Send work with student
- Send another student to check if HOD received student (*if appropriate*)
- MOS to contact home and set detention with the classroom teacher
- MOS to place student on Department report (if appropriate)

Extreme Misbehaviour – Removal B3

This is Red behaviour **likely to result in exclusion** from School, such incidents may include:

- Swearing at MOS

- Fighting
- Racist/homophobic/biphobic/transphobic/sexist bullying
- Repeated and persistent refusal to follow the School rules

MOS respond to issue by:

- Contacting HoY/ Pastoral staff by sending a student to main reception, emailing or telephoning if possible, clearly asking for duty, providing location and student to be removed.

MOS to:

- Update Sims with Removal started by pastoral team and clearly outlining the incident
- Send work with student
- MOS to contact HOY – by the END of the day with a statement of what happened. Providing details and names of any witnesses

Removal

- Staffed by HoY
- A Removal equals an automatic 1 hour detention with that Department
- Students are expected to complete a reflection sheet with the HoY, which goes back to HoD and teacher. It can be used as a start for mediation between staff and student
- If a student receives two Removals in a day, this would result in isolation in IER for the rest of the day. The student would still do the first hour after school detention.
- Removals can be used as a planned intervention from the lesson only in consultation with the HoY/HoD and parents/student must be notified prior (this is a rare event).

B1 Accumulations

Teachers are to track students B1 accumulations in their lessons. If a student accumulates a number of B1s in a half term (defined by the HoD), they will automatically receive a Department based sanction.

- HoD to use the weekly Behaviour Report from Julie Holland to QA B1s across their faculties and follow up issues as appropriate.
- Tutor to 'keep an overview' of students accruing across faculties and alert HoY. This may result in:
 - HoY chat/ call home
 - Tutor Report
 - HoY Report

Social Time

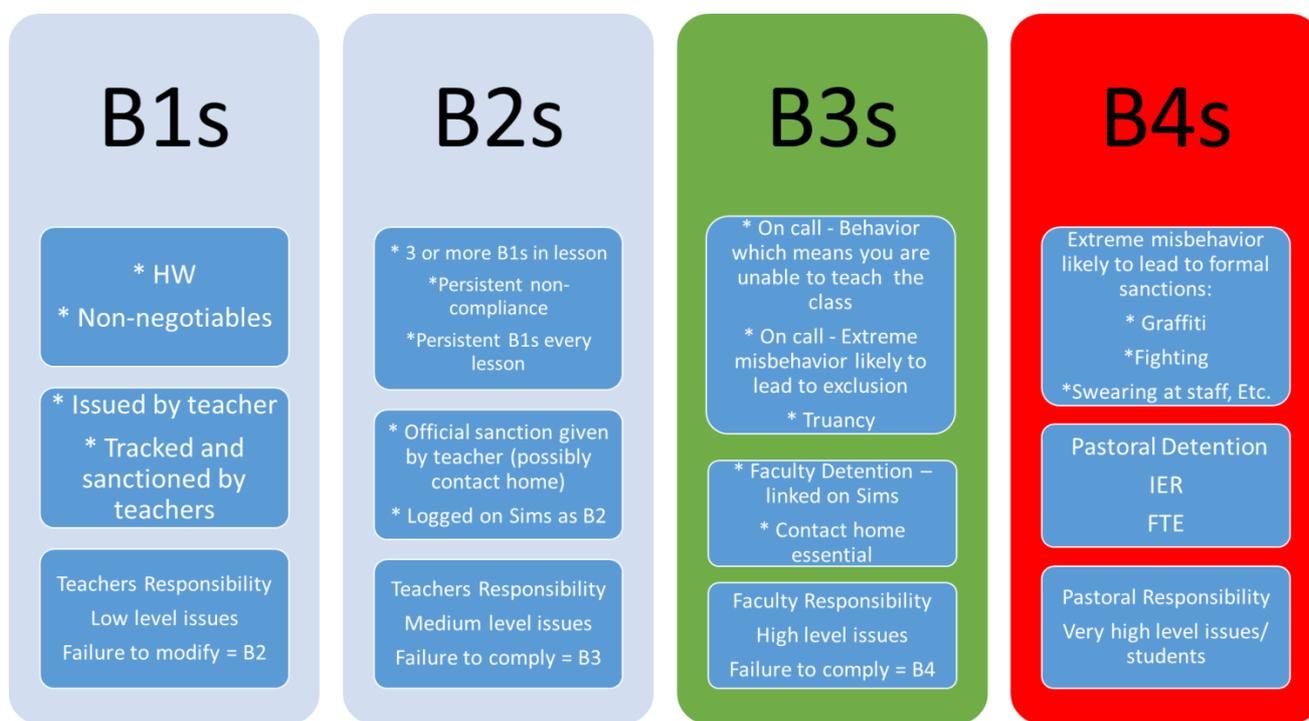
- During social times, the HoY will act as the HoD
- Staff are expected to challenge and follow up where possible, but issues to be passed on to the HoY to sanction and follow up as necessary
- All staff expected to challenge poor behaviour, uniform issues and any other misdemeanours but HoY to follow up sanctions

- Creation of Duty Team Leaders – Pastoral Team, to monitor and support areas during break times
- Buddy up staff on key areas of Duty

Report system

- Stage 1: Teacher e.g. 6 lessons report put on by teacher and communicated home
- Stage 2: Faculty as above but HOD involved
- Stage 3: HOY report
- Stage 4: SLT report – Any member of SLT can have a student report to them

Detention System



Pastoral Support Plan

Students may be subject to a PSP meeting based on their need for extra support in School.

This can take on different forms:

- Academic Support for underachievement
- Behavioural Support for failure to comply with the School rules

In essence the PSP meeting is an opportunity to get parents, students, staff and other professionals together to discuss what is best for the student, and then to implement an action plan which needs to be adhered to.

7. Rewards

We have an established reward system at Wigston Academy, to ensure that our students are recognised and rewarded for their achievements, behaviour and the following of our school ethos. We focus on praising children for the positive behaviours displayed in school and work in line with the school achievement points. The following systems are in place:

- Tutee of the week which aims to recognise the achievements of individuals within each tutor group. This is then shared with home. Tutors should add their nomination to the shared spreadsheet at the end of each school week.
- Tutee of the half term, which aims to recognise the achievements of individuals within each tutor group. They are presented with a certificate and prize in our reward assemblies. Tutors should choose a boy and a girl from their tutor group and again add their nomination to the shared spreadsheet.
- Half term heroes- this gives each department the opportunity to reward students within their subject area. HOD's will liaise with their department to decide which students they are nominating within each year group. This should be added to the shared spreadsheet.
- Pastoral awards- at the end of each half term the head of year gives out their pastoral awards, where students receive a certificate and prize. Each head of year will nominate one student for each of the schools 5 values. This is announced in their reward assembly.
- Data Tracking- Each week tutors are sent a spreadsheet with all of the student's achievement, behaviour and attendance data. Tutors should work through this with their tutees and ensure that students complete their data tracking booklets.
- The 'panini draw' which praises those students who have solely received achievement points within the previous week. Using our data tracking process, tutors to organise a draw to determine which student wins the Panini each week.
- Inter form competitions where by the tutor groups with most achievement points over a two week period receive a reward. Alongside this, the 'champions league' competition is organised, where tutor groups compete each week, based on the amount of achievement points they earn as a group.
- A golden ticket is awarded for every 50 achievement points received. The golden ticket enables students to be entered into a prize draw at the end of each term. The students also gain the privilege of leaving for their lunch 5 minutes early when they gain each golden ticket. Tutors should again use the data tracking process to determine which of their students have earned a golden ticket and issue their tutees with a ticket. The date in which it should be used should be written on to the ticket.

Awarding of achievement points-

In order to install consistency across the school, we have implemented guidelines for the issuing of achievement points. A guidance sheet is displayed within each classroom and outlines the reasons that both tutors and teachers should be awarding our students achievement points. These points are as followed-

Tutor time

Daily-

- **A1 for engaging in daily tutor time activity**
- **A1 for all students if they receive no behaviour points as a tutor group the previous day**

Weekly-

- **A1 for no behaviour points from the previous week**
- **A2 for no behaviour points all year**
- **A3 for 100% attendance all year**
- **A3 for winning tutee of the week/half term/half term hero**
- **A1 for completing each task of your passport, A3 when you have completed bronze, silver and gold.**
- **A3- winning the quiz, A2- second place, A1- taking part in the quiz**

During lessons

- **A1 for engaging in the lesson and following all instructions**
- **A1/A2/A3 for extra good work, effort levels etc.**

If students are doing the right thing and completing work in lessons they should be receiving an A1. However, just because they don't get an A1, doesn't mean they automatically should receive a B1. There is a middle ground where you may have warned a student to get on with their work, so that they lose their A1 for that lesson, but they have had a warning, so you don't feel the need to issue a B1.

Student voice- it is vital to involve the students within the reward process. Students are consistently asked for their ideas and feedback via the school council and questionnaires.

8. Sexism and Sexual Harassment

The following constitute Harmful Sexual Behaviours (HSB) which will need to be dealt with in line with this policy:

Sexism: attitudes that create stereotypes of social roles based on sex and lead to discriminatory behaviours, including sexist comments.

Sexual harassment: unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sharing of nudes and semi-nudes.

Sexual violence: rape, assault by penetration, or sexual assault (intentional sexual touching).

Any report of HSB will be risk assessed to inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Wigston Academies Trust adopt a 'zero-tolerance' approach to any sexually inappropriate behaviour in order to protect its students and staff alike. This kind of behaviour is never justifiable, whatever the circumstances. However, our response to any report or evidence of HSB will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

While our Trust will not tolerate HSB, we don't want to demonise anyone. We look to support and listen to all students involved and affected by such behaviours. Alleged perpetrators will be offered support and intervention strategies so that they can change their behaviour.

Different sanctions will be appropriate for the different levels of HSB. It is not possible or appropriate to map out which sanctions will be used for which behaviours, as context will always play a part in how we handle each incident.

Any examples of sexual harassment will involve informing parents/carers and, where necessary and appropriate (i.e. where a potential crime has been committed) the behaviour will be reported to the police. We would normally encourage the alleged victim to do this themselves with the support of parents/carers but may also make the decision to contact the police ourselves in the interest of both the alleged victim and other students in school.

We will always aim to balance the importance of safeguarding other students with the need to support, educate and protect any alleged perpetrators.

Our response to allegations of HSB will always be informed by the needs of the victim where there is one but, this policy recognises that the Trust will have to make the final decision on the most appropriate sanction.

To support students in calling out HSB, our aim is to create a culture and ethos of respect, tolerance, acceptance and diversity which makes it hard for anyone to get away with sexist or inappropriate sexual behaviour. We also want students to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Students need to know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse.

And that reporting an incident helps everybody:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life.

9. Behaviour in and around the site

9.1 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

9.2 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy [insert if you have a standalone policy for allegations against staff: and statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse against staff or other students.

9.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.4 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.5 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

10. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Exclusions

The decision to exclude a Student can only be taken by the Head Teacher. Advice is taken from the SLT Lead (Behaviour), who manages the process. For Internal exclusion this responsibility is delegated to the Deputy and Assistant Head (Behaviour).

The decision to exclude will be based on the balance of probabilities after enough evidence has been collated from various sources. The Student under investigation should be given the chance to have their viewpoint taken into account and if an external exclusion is a possibility then a written statement should be taken.

A serious incident or persistent failure to comply with the school's behaviour expectations could result in:

- Internal Exclusion
- Fixed Term Exclusion (less than 6 days)
- Fixed Term Exclusion (more than 6 days)

- Permanent Exclusion, or a Tier 4 Behaviour Partnership referral

These exclusions are administered according to common guidelines.

Internal Exclusion (9 a.m. – 2 p.m.)

If internal exclusion is the right course of action then this can be for up to 5 days. The process should be as follows:

- Parents/ carers are contacted with the necessary information
- Letter is sent by Admin detailing the reasons for the internal exclusion.

There is no right of appeal to internal exclusion. If a parent refuses for their child to go into the exclusion room a discussion will take place with the SLT Lead (Behaviour). If this cannot be remedied then the Student may be externally excluded for a period up to 5 days.

Whilst in the Internal Exclusion Room (IER), Students will complete work provided by their teaching staff, but the room will contain generic work for some subjects. Students will be expected to complete a reflection task, in order that they may take responsibility for their actions.

We also work with other schools to support internal exclusion. Therefore, students may be placed in other schools Internal Exclusion Rooms for more serious offences.

Suspension - Fixed Term Exclusion

A fixed term exclusion will always be followed by a return from exclusion meeting involving the student, parents and carers, a senior member of staff and possibly a member of the governing body. The meeting must establish the student's readiness to return to school and to behave appropriately.

Examples of behaviours that could trigger an exclusion include;

- Persistent failure to comply with school behaviour policy
- Persistent refusal to follow staff instructions
- Dangerous behaviour
- Continuing any behaviour outlined above
- Poor behaviour while in the Internal Exclusion Room (see above)
- Dangerous behaviour
- Bringing alcohol or illegal drugs into school in any volume or being under the influence of alcohol or drugs
- Bringing any other banned substances/items into school E.g. fireworks
- Theft

- Harassment or intimidation of a member of staff or student at school or off site (including cyber-bullying)

A student accumulating a number of fixed term exclusions will be seen by a Governors Panel. The panel is set up to establish ways of supporting the student before the number of exclusions necessitates the consideration of a permanent exclusion. The Governors would normally consider this option when a student has accumulated a total of 16 days fixed term exclusions.

Fixed Term Exclusion 6 days or more

If an exclusion of more than 5 days is seen to be appropriate then the above protocol will apply alongside the following additions:

- Either;
 - a) The Internal Exclusion Room will be used to provide education provision after the fifth day, or
 - b) Partner schools will be contacted to provide education provision after the fifth day.
- The parents have a right of appeal to a panel of governors. The protocol for this is set out in the Department for Education guidelines.

Exceptional Circumstances

Exceptional circumstances where, in the Head Teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one-off' offence may arise. These might include but are not limited to:

- a) Serious actual or threatened violence against another Student or member of staff;
- b) Sexual abuse or assault;
- c) Using, Supplying or carrying an illegal drug;
- d) Carrying an offensive weapon;
- e) Arson.

The school will consider whether or not to inform the police where such a criminal offence has taken place. The school will also consider whether or not to inform outside agencies e.g. Youth Offending Service, Social Workers etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the School community.

Pending further investigation, an exclusion may result in a permanent exclusion.

Permanent Exclusion

As stated above, persistent failure to respond to fixed term exclusions could result in permanent exclusion from the school.

A permanent exclusion may also be considered as a result of one-off incidents such as;

- Serious actual or threatened violence against another student or individual
- Serious damage to school property
- Any violence towards a member of staff

- Sexual abuse or assault
- Carrying, supplying, or intention to supply illegal drugs
- Carrying or using an offensive weapon
- Persistent serious bullying
- Where the health and safety of others is at risk, for example setting off fireworks

Reintegration Interviews

Students returning from exclusion will have a formal meeting with the Headteacher, Deputy or Assistant Headteacher before they return into the school community. Parents/carers are expected to attend.

Following each exclusion the Academy will review its behaviour management of the excluded student. This may result in a Pastoral Support Plan being written or other plans drawn up.

South Leicestershire Behaviour Partnership (SLBP)

Members of staff in SLBP will liaise with School Heads and other staff to identify student requiring support with behaviour and make appropriate arrangements for putting that support in place.

Managed Move

The school works in partnership with other schools in the area and may consider a managed move as an alternative to permanent exclusion. This involves giving the student an opportunity to complete a trial period in another school, with a view to a permanent move if the trial period is successful. This provides an alternative to permanent exclusion which is beneficial for the student concerned.

Outside Agencies

The School may, where appropriate, make use of one or more of the following outside agencies if it is felt this could be of support for the student:

The Police

In the event of an emergency colleagues should contact a member of SLT and the police will be called. An emergency could be an assault, an intruder or a major theft.

The school has a police liaison officer – PCSO, who spends some time on site throughout the academic year and is available to talk to students in a formal and informal setting. The Police Officer may be involved in investigations of serious breaches of the behaviour policy.

Social Services and Child Protection Team

School will make a referral to a duty Social Worker when information has been disclosed that a child is at immediate risk or danger. This is usually if there is an issue with their carer or support at home but we might also contact them if we think the child is at risk in the community. A referral in this instance would be made by either the Designated Safeguarding Lead or SLT.

CAMHS

We can refer when we believe a child has mental health problems or if a child is in need of an assessment for educational purposes i.e. for an EHCP.

Educational Psychologist (EP)

SEN coordinator can make referrals for assessments for those students whose behaviour in lessons is putting them at risk of exclusion. The EP will liaise between school, home and student and then make recommendations based on their findings. This may lead to an Education Health Care Plan (EHCP) or recommendation for further assessments by CAMHS.

Investigation of serious incidents

The school seeks to investigate serious incidents in an open and transparent manner. We will inform and involve parents and carers in these investigations as much as possible, though we ask parents and carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

In some cases it may be necessary to involve the Police, and the school will take guidance from the Police about the nature of the investigation.

In some cases it may be necessary to search students' bags, lockers, etc. Please be aware that senior staff have the right to conduct a search without parental consent (Education Act 2011) if they have reasonable ground to suspect that the student may be in the possession of prohibited items.

Complaints Procedure

In the event of a parent/student having a complaint about how this policy has been implemented we highly recommend that in the spirit of partnership parents contact the school by telephone or e-mail to discuss the complaint.

In the first instance the contact should be the SLT Lead for Behaviour and Inclusion.

The Lead will either take on the investigation themselves, or direct the issue to another senior member of staff.

Every effort will be made to investigate as quickly as possible and to feedback the outcomes as the investigation proceeds.

If the complaint has still not been resolved then parents can contact the Governing Body of the School who, through the Student Disciplinary Sub-group, will consider and adjudicate on complaints. Finally, there is an Independent Appeals Panel.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

List any other related policies that your school holds here, including the anti-bullying strategy if applicable.