



GREENWOOD ACADEMIES TRUST

Pupil Behaviour and Exclusion Policy for Secondary Academies

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Introduction

This document sets out the arrangements for Pupil behaviour and the process of exclusions at Stanground Academy.

Stanground Academy is committed to following the guidance as set out by the Department for Education.

This document forms part of the integrated behaviour and exclusion portfolio and should be read alongside:

- Greenwood Academies Trust: Trust Behaviour and Exclusion Policy
- DfE Behaviour and discipline in schools, Guidance for headteachers and staff
- DfE Use of reasonable force
- DfE Searching, screening and confiscation: Advice for schools
- Peterborough City Council Fair Access Protocol

Key Staff and Contacts

Academy Based Contacts

Name	Role
Gary Carlile	Principal
Kevin Ainslie	Deputy Principal / Behaviour Lead
Matt Tee	Senior Assistant Principal
Matt Tee	Designated Teacher for Looked After Children
Matt Tee	Designated Teacher for Previously Looked After Children
Pauline Poli	Principal's PA
All of the above can be contacted via the Academy office on 01733 821430	

Other Useful Contacts

Agency / Contact	Contact Details
Pupil referral service Peterborough City Council	pprs@peterborough.gov.uk
Fair Access Protocol team Peterborough City Council	01733 864417
Home Education process : Peterborough City Council	homeeducation@peterborough.gov.uk
Child Line	0800 1111
NSPCC Information Service	0808 800 5000

Creating our Environment: Expectations

- The Academy aims to maintain discipline in accordance with Department for Education guidelines:
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections act 2006)
- This also applies to all paid staff with responsibility for students
- Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Staff can also discipline students for misbehaviour outside of the school premises
- Staff have a specific legal power to impose detentions outside of school hours
- Teachers can confiscate student's property

Teachers must

- model the attendance, punctuality and behaviour expected from students
- reward personal achievement and good behaviour
- intervene promptly to challenge unexplained absence and misbehaviour
- be consistent in their expectations and responses to misbehaviour
- monitor the attendance, work and behaviour of students and pass comments to parents
- take responsibility for developing their skills in managing behaviour so as to deal with incidents with increasing confidence and success.
- Demonstrate ownership of this policy and apply it consistently, feeding back ideas for improvement to their line managers, when appropriate.

Rewards and Recognition

Rewards provide public recognition of student achievement and progress, and help to raise students' motivation and expectations. We use the following rewards:

Students are rewarded with a Character point using the MIS system of Class Charts. Class Chart is a communication tool to deliver quick and effective messages to parents and teachers. A Student will receive one of the following;

- STARS Points
- Post Card home
- Positive letter home
- Student of the week
- Principals Award

These rewards are tracked and used to identify students to be selected for reward events throughout the year. At the end of each half term students are rewarded in House assemblies. Students are also selected to attend three whole school reward trips that take place at the end of the Autumn Spring and Summer terms. In addition to this each House runs their own reward events to celebrate student success.

Behaviour for Learning

"Poor behaviour damages students by disrupting valuable lesson time, undermining the authority of teachers and holding young people back." Department for Education 2014

At Stanground Academy we are committed to supporting students to reach their potential. A key component of this is to ensure that students understand how to behave to ensure they support their own learning. As part of this process we have launched our Behaviour for Learning strategy

AIM:

To improve the quality of teaching and learning in lessons

To eliminate disruptive behaviour in all lessons

To ensure consistency across the school for all students

To maximise learning time for students

To create a positive learning environment to ensure all of students can learn

To create a positive learning environment to ensure all teachers can teach

Behaviour for Learning

1. There is a clear behaviour system in place for challenging students behaviour. Staff use a caution warning from C1, C2 and finally C3.
2. If a student receives a C3 warning they will be removed from the classroom and taken to the turning point room. Any removal from a lesson will receive an after school detention.
3. After school detentions run every from Monday-Thursday, 3pm-3.40pm. If a student fails to attend an after school detention they will be placed in an SLT detention on a Friday night, 3pm-4pm.
4. If a student fails to attend SLT detention they will be placed in internal exclusion and still complete the outstanding detention.
5. The Academy uses an MIS called Class Charts. This provides up to date information regarding students positive and negative behaviour - so students will know where they stand!

Application of the System

1. Students are given a clear warning at each stage of caution system using C1, C2 and C3.
2. All incidents are logged on Class Charts
3. Staff are supported in the use and application of the system
4. Students will be supported through a variety of additional support programmes to help them develop the skills needed for learning
5. Supporting the development of student's behaviour for learning will be

1. Every lesson everyday
2. Classroom expectations

3. Out of class behaviour expectations
4. Positive rewards system for positive behaviour
5. Focus on character and culture

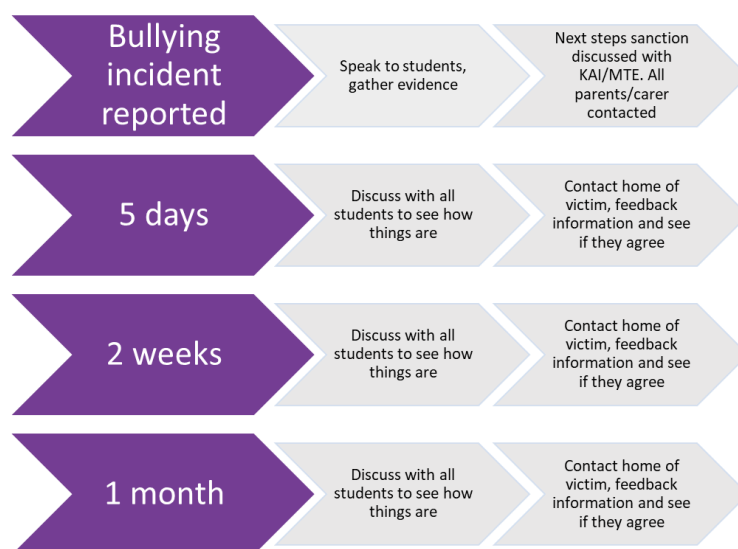
At Stanground Academy the focus on creating a positive climate for learning is a responsibility shared by leaders, teachers, parents and students. Leaders in these schools are uncompromising in their expectations and do not settle for low standards of behaviour. They do not shy away from challenging teachers, parents or students, where this is necessary, these leaders:

1. Promote the importance of being safe, teachable, aspirational, resilient and sociable
2. Are visible in classrooms, school corridors and grounds
3. Know if, and where – low-level disruption occurs and ensure that all staff members deal with it
4. Challenge behaviour that does not meet the high expectations of the Academy and use the appropriate sanction system.
5. Explain and enforce the Academies expectations successfully to staff, students and parents.

Bullying and Discrimination:

The Academy does not tolerate any forms of bullying or discrimination. The Academy is committed to challenging any forms of this action. Any student found to be carrying out any of these actions will be subject to the Academies disciplinary procedures as outlined in this policy. The Academy also has a commitment to educating the individuals responsible for these actions and uses the personal development programme, mentoring, referrals to external agencies including Young Peoples Counselling service, Police, CROPS, NSPCC, Centre 33, Young Minds and Bullying UK to help develop greater tolerance and understanding.

To further illustrate the commitment to ensuring any form of bullying and discrimination is stopped the Academy has a clear process it follows when a disclosure of bullying or discrimination is made;



Intervention and Support

The Academy has developed a unique approach to supporting the education of the students through a four wave intervention approach. Each student has a personal learning programme that is completed on the MIS Provision maps. Students complete an intervention, which is then reviewed, and appropriate follow up action is completed.

Examples of such interventions are:

- Support from the Academy Attendance and Family Support Officer
- Reports – Tutor, Head of House, Subject, Senior Leadership Team
- Pastoral Support Plans
- Mentoring – Behaviour Mentor
- Personalised Timetable
- Curriculum changes
- Targeted work placements – (up to 2 days a week)
- Behaviour support centre placements
- EHA – Early Help Assessment
- Behaviour Panel Referral – bringing in external support to reduce the risk of permanent exclusion
- Referral to LA Pupil Referral Unit/ managed move
- Alternative curriculum groups
- Apollo Provision
- External provision (courses, use of PRS services)

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive and all interventions will be designed to support the individual. (Appendix 4 has a referral sheet completed which outlines all the interventions available.)

In addition, external support will be sourced from a range of sources, again dependent on the need of the individual. Examples of external support are:

- CAMHS – Child and Adolescent Mental Health Services
- Connexions
- Police
- Social Services
- Pupil Referral Service
- Counselling Services
- GP
- Educational Psychologist

Sanctions and Consequences

To ensure students meet our expectations in classrooms staff use the caution system which

provides a consistent approach to dealing with unacceptable behaviour. This is shown as Appendix 1.

The Academy also has high expectations of student behaviour in other spaces outside the classroom, for example: corridors, dining and play facilities. These expectations include the behaviour of students travelling to and from the Academy. This message is reinforced through the use of the out of class expectations.

These are set out in Appendix 2.

Sanctions provide public recognition that certain behaviour is unacceptable, and help students to develop a sense of right and wrong. They should be applied consistently to reinforce our high expectations.

Below are examples of sanctions used by the Academy:

- i. temporary reseating to a different location, within the classroom
- ii. repeating work of an unacceptable standard
- iii. temporary removal from the classroom (be it for part, a whole or a number of lessons)
- iv. loss of break or lunchtime through detention
- v. detention after school
- vi. meeting between tutor/Head of House/SLT and parents
- vii. engaging parental sanctions through parental contact or meeting
- viii. community service within the school

The school has a legal right to detain learners after school. Although no longer legally required, we believe giving parents a day's notice remains good practice. Legally, parents do not need to give their consent and do not have the right to withdraw their child from after school detentions.

After-school detentions take place each evening of the week from Monday-Thursday.

Students who fail to attend after school detentions are automatically placed into SLT detention on the Friday of the same week.

Students who fail to attend SLT detention will be placed into Internal Exclusion for one day during the following week.

The Academy staff will work in a way that ensures appropriate methods of intervention and support are implemented following the issuing of a sanction.

The Academy also has the right to direct a students study towards another educational provision.

Behaviour outside of the School Premises

Staff have a statutory power to discipline students for misbehaving outside of the school premises, whilst we are in 'loco parentis'.

We consider the following as examples to outside the school premises:

- Taking part in any school organised or school related activity
- Travelling to or from school
- When wearing school uniform
- In some other way identifiable as a student at the school
- Misbehaviour that could have repercussions for the orderly running of the school
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the school

Searching Students

In January 2018 the DfE published a document entitled, '*Searching, Screening and Confiscation: advice for schools*'. In line with this document, school staff can search students with their consent for any item which is banned by the school.

The Principal, members of the Senior Leadership Team and Heads of House have the power to search students or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property

For further details on the powers available to the school see the DfE guidance document.

Confiscation of Property

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

Mobile technologies such as phones, iPods and MP3 players are not permitted to be used within the Academy.

Facial piercing's, hoodies, baseball caps and trainers are examples of things not permitted to be worn by the students around the site. Students who are seen using or wearing such items may have the item confiscated following the guidelines below:

- The first time an item is confiscated the student will be able to collect the item at the end of the school day.
- The second time an item is confiscated the tutor or subject teacher will contact home and may issue a detention. The item is available to be collected at the end of the school day.
- The third time an item is confiscated, the student's Head of House will contact home. Parents/carers will need to collect the item from the Academy.

Confiscated items will be stored in the House office. Electronic devices such as mobile phones will be stored in a sealed envelope with the details of the item recorded on the envelope.

Use of Reasonable Force

The Academy uses the DfE guidance for the use of reasonable force. All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Academy will also use restraint of students when it feels necessary and this is in line with DfE guidance. For further details on the powers available to the school see the DfE guidance document.

Serious Offences

The Academy acknowledges that young people do make mistakes. However, the actions of the student have a major impact on the Principal's ability to maintain good order within the Academy. Students may, therefore, face consequences in line with the nature of the offence and ultimately permanent exclusion.

Serious offences include:

- Theft
- Vandalism
- Premeditated or disproportionate violence towards another
- Possession of a weapon (permanent exclusion)
- Behaviour that endangers the safety of others
- Persistent bullying
- Foul and abusive language directed at staff
- Persistent repetition of minor misbehavior over a concerted period of time and failure to respond to interventions
- Smoking on the school site, or to and from the Academy
- Failure to attend SLT detention
- Persistently disrupting the learning of others
- Challenging the Authority of the Academy
- Acting in a manner which causes damage to the Academy and its students' reputation
- Possession, supply or use of a banned substance (permanent exclusion)

a. The process following the reporting of a serious offence:

- Gathering of evidence – statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate)
- Evidence collected reviewed by Deputy Principal/ Assistant Principal/ Head of House/ Head of Department as appropriate. A course of action is recommended and discussed with the Principal.
- Final decision made by Principal.

b. The penalties for committing a serious offence may include:

Internal Exclusion from lessons for a temporary period

- Arrive at 8.35am and remain until 3.00pm
- Students are supervised by a member of staff within the Internal Exclusion room.
- They are expected to work in silence, completing all work set.
- Inappropriate behaviour whilst in Internal Exclusion may result in further time in Internal Exclusion, referral to Alternative School Provision and/ or external fixed-term or permanent exclusion.
- The length of time the student spends in Internal Exclusion will depend on the severity of the behaviour and their behavioural history.

Alternative School Provision – Apollo Provision

- The Alternative school provision provides provision for students whose behaviour is persistently unacceptable.
- Students can follow a bespoke curriculum to support their learning and develop their ability to control behaviour.
- Students can be referred to work in the Alternative school provision for a fixed-term period or permanently (this will usually only occur with Y11 students).
- Students will be expected to complete all work set and to work to meet targets set at the start of the process.
- Each student working in Apollo will have a PSP with clear targets by which their performance will be judged against.

Alternative School Placement –

- The Academy works in cooperation with other schools in Peterborough. These schools are;
 - City of Peterborough School
 - Jack Hunt School
 - Thomas Deacon Academy
 - Queen Katherine Academy
 - Nene Park Academy
 - Hampton College
 - Hampton Gardens
 - St John Fisher
 - Ken Stimpson Academy
- The Academy reserves the right to direct a students study to another one of these schools / Academies as a sanction for poor behavior.

Fixed-Term Exclusion

- The decision to exclude a student for a fixed period of time is taken by the Principal following a serious offence or persistent misbehaviour.
- The length of the exclusion will depend on the severity of the offence and the student's behavioural history.
- The school will provide appropriate work for the student during the period of exclusion. The work should be returned and will be marked by the relevant staff.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the Academy. The process for this is covered under the GAT policy for Behaviour. This can be referenced on the Academy's website for further details.

Complaints and Appeals

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns in writing to the Principal.


















Parents whose concerns are unresolved have recourse to the Academy's formal complaints procedure.

Monitoring, Evaluation and Review

The policy will be promoted and published throughout the Academy.









Key Performance Indicators will be used to monitor the effectiveness of the policy and will be reviewed by the Trust. Example indicators are as follows,

- Number of Permanent Exclusions
 - Number of Fixed-Term Exclusions
 - Number of Internal Exclusions
 - Number of After School Detentions issued
 - Number of removals from lessons
 - Results of staff, parent and student questionnaires
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- Number of SATS points awarded

Teacher responses to failure to follow classroom rules				
Be Ready to learn				
Lateness	Mark late in register - detention the following day			
Lack of equipment	Lend the student equipment			
Lack of work completed	Department detention			
No Homework	Department detention			
Disorderly entry / exit / Eating in class	C1 			
Be respectful to others				
Refusal to sit in correct seat	C1 	C2 	C3 - On Call 	
Interrupting or shouting out	C1 	C2 	C3 - On Call 	
Persistent Disruptive Behaviour	C2 	C3 - On Call 		
Failing to follow teacher instructions	C2 	C3 - On Call 		
Inappropriate comments about others	C3 - On call 			
Swearing in class	C3 - On call 			
A safe place to work				
No physical contact with others	C1 	C3 - On Call 		
Defacing / damaging school property	C3 - On call 			
Unsafe working / movement	C3 - On call 			
Incidents of poor behaviour must be logged on Class Charts				

Appendix 2

Out of class behaviour

Response to failure to follow around the Academy rules			
Be Ready to learn			
Lateness to school / Lesson	Mark late in register - detention the following day		
Incorrect Uniform	1. Given correct uniform	2. Isolation until uniform is correct	
Phone / earphones seen / heard	Phone / earphones etc to be confiscated		
Be respectful to others			
Failing to follow teacher instructions	C2 	Lunchtime TP1	
Rudeness to staff	C2 	Lunchtime TP1	
Littering	log on class charts		Lunchtime TP1
Fighting	log on class charts		C3- On Call
Swearing	log on class charts		C3- On Call
A safe place to work			
Not moving around the Academy sensibly	log on class charts		Lunchtime TP1
Defacing / damaging school property	C3- On Call		
Being out of bounds	log on class charts		Lunchtime TP1
Incidents of poor behaviour must be logged on class charts			



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					Fixed term exclusion
				Internal Exclusion	Refusal to be searched
			TP 1+	Poor behaviour in TP1/1+	Direct swearing at staff
		On Call TP 1 isolation	2 On Calls in 1 day	Refusal to go to TP1+	Continued defiance
			Refusal to go to TP1	Persistent disruptive behaviour	Assault / violence
			Not following On Call instructions	Truancy	Vandalism
	On Call Department isolation	Swearing	Poor behaviour in TP 1	Smoking	Failing to complete Internal Exclusion
		Refusal to follow initial on call instructions		Verbal/ physical abuse	
Department Detention	C1, C2 and C3 Warnings issued	Physical / threatening behaviour		Vandalism	
No homework					
Lack of classwork	On call from lesson				
Set by HOD 20 minutes during social time	30 minute ASD Recorded on Class Charts, Phone call home	40 minute ASD Recorded on Class Charts, Phone call home	Rest of day in TP 1+ including break and lunchtime	08:35 – 15:30 in Internal Exclusion Recorded on Class Charts,	FTE 1-5 days Student placed on 1 week SLT report

Recorded on Class Charts				Phone call home	
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Appendix 4

Four Wave intervention

		Intervention	Date (if known)	Impact of Intervention	Adjustments
Wave 1: Additional	<input type="checkbox"/>	Seating Plan			
	<input type="checkbox"/>	Lunchtime Clubs			
	<input type="checkbox"/>	Sensory Circuits			
	<input type="checkbox"/>	Time out card			
	<input type="checkbox"/>	Paired Reading			
	<input type="checkbox"/>	Peer Mentoring			
	<input type="checkbox"/>	Fiddle Toy			
	<input type="checkbox"/>	Dyslexia Screening			
	<input type="checkbox"/>	Overlay			
	<input type="checkbox"/>	Laptop			
	<input type="checkbox"/>	IPAD			
	<input type="checkbox"/>	NGRT Reading Assessment			
	<input type="checkbox"/>	PASS Survey			
	<input type="checkbox"/>	Tutor Report			
Wave 2: Targeted	<input type="checkbox"/>	Student Support Plan			
	<input type="checkbox"/>	Pastoral Support Plan			
	<input type="checkbox"/>	CROPS Referral			
	<input type="checkbox"/>	Social Skills			
	<input type="checkbox"/>	Literacy Intervention			
	<input type="checkbox"/>	Numeracy Intervention			
	<input type="checkbox"/>	ADHD Group			

		Intervention	Date (if known)	Impact of Intervention	Adjustments
Wave 3 – Significant need	<input type="checkbox"/>	Emotional Resilience			
	<input type="checkbox"/>	SEND Guidelines			
	<input type="checkbox"/>	Head of Year Report			
	<input type="checkbox"/>	Boxing Provision			
	<input type="checkbox"/>	Mental Health Support			
	<input type="checkbox"/>	Teacher Huddle			
	<input type="checkbox"/>	Attendance Plan			
	<input type="checkbox"/>	School Nurse			
	<input type="checkbox"/>	Hyper Clinic			
Wave 3 – Significant need	<input type="checkbox"/>	SLT Report			
	<input type="checkbox"/>	Alternative Curriculum			
	<input type="checkbox"/>	Nurture Group			
	<input type="checkbox"/>	Alternative School Provision			
	<input type="checkbox"/>	Behaviour Panel			
	<input type="checkbox"/>	Yaxley Counselling Service			
	<input type="checkbox"/>	NSPCC Referral			
	<input type="checkbox"/>	Early Help Assessment			
	<input type="checkbox"/>	Behaviour Contract			
	<input type="checkbox"/>	SEND Referral			
	<input type="checkbox"/>	Reduced Timetable			
	<input type="checkbox"/>	SAM Learning			
	<input type="checkbox"/>	Access Arrangements			
	<input type="checkbox"/>	Bereavement Counselling			
<input type="checkbox"/>	Team around the Child meeting				
Wave 4 – Most Vulnerable	<input type="checkbox"/>	Deputy Principal / Principal Report			
	<input type="checkbox"/>	Cognitive Behaviour Therapy			
	<input type="checkbox"/>	Educational Psychologist			
	<input type="checkbox"/>	External Alternative Provision			

		Intervention	Date (if known)	Impact of Intervention	Adjustments
	<input type="checkbox"/>	EHCP			
	<input type="checkbox"/>	Governor Hearing			
	<input type="checkbox"/>	Work Experience			
	<input type="checkbox"/>	Tutors			
	<input type="checkbox"/>	Alternative School Placement			