



# GREENWOOD ACADEMIES TRUST

## **Stanground Academy Pupil Behaviour & Inclusion Policy**

Document Owner	A Joannou
Version	3.2 Updated 29/09/2024
Effective From	01/01/2025
Next Review Date	December 2025

## **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 in schools, Advice for headteachers and school staff – February 2024
- Searching, Screening and Confiscation, Advice for schools – July 2022
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England – August 2024
- Peterborough City Council Fair Access Protocol
- Stanground Academy's Reward Policy

Title: Stanground Academy, Pupil Behaviour and Exclusion Policy

## Key Staff and Contacts

### Academy Based Contacts

Name	Role
Matthew Van Lier	Executive Principal
Andry Joannou	Head of Academy, DSL
Lucy Heighton	Vice Principal – Teaching & Learning
Sara Lowe	Senior Assistant Principal – Behaviour and Pastoral
Diana Fundira	Senior Assistant Principal – Attendance and Sixth Form
Jean Bloye	Designated Teacher for Previously Looked After Children
Amy Rayner	Administration & Operations Manager
<b>All the above can be contacted via the Academy office on 01733 821430</b>	

### Other Useful Contacts

Agency / Contact	Contact Details
Pupil referral service Peterborough City Council	<a href="mailto:pprs@peterborough.gov.uk">pprs@peterborough.gov.uk</a>
Fair Access Protocol team Peterborough City Council	01733 864417
Home Education process: Peterborough City Council	<a href="mailto:homeeducation@peterborough.gov.uk">homeeducation@peterborough.gov.uk</a>
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 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.

### ClassCharts

The Academy records positive and negative behaviour events in a system called ClassCharts. It is an online system, which teachers use to track achievement and behaviour throughout the school year. It allows us to record and analyse positive and negative behaviour in the academy therefore, we can give suitable recognition and reward for milestones of positive behaviour. It also allows us to identify patterns in negative behaviours that might suggest a pupil requires further pastoral intervention. Parents/carers have access to ClassCharts so that they can view their child's behaviour records whenever they like via an app. We actively encourage parents/carers to download the app onto their mobile devices or laptops. This produces a live feed of their child's behaviour, it highlights if they have a same-day correction that they need to attend and the timing of it therefore, making it an immediate point of communication with parents. Pupils also have access to ClassCharts, seeing the same icons and format as the parent app, this encourages the pupils to check and monitor their own behaviour records.

### Rewards and Recognition

Rewards provide public recognition of student achievement and progress and help to raise students' motivation and expectations. We will acknowledge and celebrate student success across all walks of school life.

Students are rewarded with ASPIRE points using the MIS system of Class Charts. Class Charts is a communication tool to deliver quick and effective messages to parents and teachers. A student will receive one of the following.

Pupil Behaviour and Exclusion Policy for Secondary Academies

Page 4 of 24

- ASPIRE Points
- Positive phone call home
- Positive letter/email home
- Form Tutor Award
- Head of Year/Head of House Award
- Vice Principal's Award
- Principal's Award
- Invitation to reward trips
- Invitation to breakfasts and lunches
- Non uniform days
- Trips during carnival week

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/Year group assemblies. In addition to this each year group runs their own reward events to celebrate student success. In the interest of motivating students as much as possible the rewards system will continue to evolve and develop in response to student voice. There is a reward shop in the academy, students can buy items from the reward shop with the points that they have accrued throughout the year. There is Carnival week where students are involved in offsite trips, in house activities, 'carnival day' which involves a day full of fun activities including inflatables, petting zoo, sports activities and carnival style games. There are 'flash weeks' throughout the year. Students caught 'being good' are given tokens which are put in a special draw, they can win prizes such as a bike, iPad, non-uniform passes, jump the queue pass, games etc.

## Uniform

Stanground Academy has strict guidelines on uniform and all students are expected to wear the full Academy uniform. The wearing of our distinctive uniform gives pupils a sense of 'belonging', helps foster pride in the academy and stops pupils coming to school in inappropriate clothing or footwear.

Our requirements for Year 7-11:

- an academy tie with a traditional white shirt which has a fastened top button and is long enough to remain tucked into trousers or a skirt.
- tailored black trousers or skirt (jeans, cords, hipster, short/ cut-off and tight-fitting trousers are not appropriate. Short lycra-based miniskirts are not appropriate. As a rule of thumb, trousers and skirts should be modest; skirts should be no shorter than knee-length.
- an academy blazer with the academy logo is **compulsory** for all pupils
- **optional** black v neck jumper with academy logo may be worn under the blazer, this is at the choice of the individual and is intended for the colder months. It is not to be worn instead of the academy blazer.
- black leather or leather-style shoes that can be polished, with a flat sole and a heel no greater than 2cm in height. No boots or branded trainers, or trainer-style shoes, are allowed.
- a warm coat for the journey to and from the academy. Denim coats, hoodies (with or without a zip), body-warmer-style coats, tracksuit tops, cardigans) are not allowed.
- Leavers hoodies supplied by the academy's supplier are allowed to be worn by Year 11 only from the date agreed.
- a suitable rucksack-type bag which is large enough to carry all equipment. Handbags are not allowed.

## **PE KIT**

- Plain black tracksuit bottoms, leggings or shorts or black academy shorts with academy logo
- Plain black T-shirt or Black and purple PE shirt with academy logo (fitted/unisex)
- Plain black long sleeve top or black and purple long-sleeved reversible top with academy logo
- Suitable trainers or other PE footwear
- Dark coloured one-piece swimming suit or swimming shorts. Full length swimwear is permitted for religious, cultural or modesty reasons.

## **Jewellery & personal enhancements**

To aid in the creation of a professional learning environment, we insist pupils only wear one single pair of small stud earrings in each earlobe. Nose-studs and other facial jewellery are not acceptable. We will allow clear plastic retainers to be worn in all other piercings. Finally, extreme false acrylic/gel nails and designs are not allowed.

Excessive make-up or overt false eyelashes are not permitted. Makeup and other personal enhancements will need to be of a natural and neutral colour/tone. Hairstyles should not have exaggerated cuts of any shape or design. Extreme hair and nail art designs are not acceptable.

For their own safety and that of fellow pupils in science, design and technology, physical education and the performing arts, acrylic nails should be an appropriate length. It is at the discretion of the Academy to determine the suitability of any personal enhancements. The Academy's decision is final.

## **Equipment**

Students must have a bag of reasonable size, capable of holding all necessary school equipment (large enough to hold an A4 folder). As part of daily tutor time routines, form tutors will check equipment in tutorials and ensure all students are ready to learn. Please speak to your pastoral teams if you require support in gathering equipment together.

Students should bring the following items to school daily:

- Pencil case including Pen (black/ blue ink)
- Pencil
- Ruler
- Rubber
- Scientific Calculator

## **Behaviour for Learning**

*" Good behaviour in schools is central to a good education." Department for Education, Behaviour in Schools, July 2022*

At Stanground Academy we are committed to supporting students to reach their potential. A key component of this is to ensure that students feel safe, supported and trust that our academy is an organisation where they will thrive, both socially and academically. Students must understand how to behave to ensure they support their own learning and that of their peers. It is the responsibility of the academy and its staff to ensure that students understand and are supported

in the acquisition of behaviour skills that support learning. Students must feel confident that adults will challenge poor behaviour, offer opportunities for corrections and sanction persistent disruptive behaviour appropriately. As part of this process, we have the following Behaviour for Learning strategy.

### **Aim:**

- To provide a welcoming, safe, and secure environment that is both calm and orderly for the whole academy community.
- To model and expect a set of preferred behaviours based on trust and mutual respect.
- To be explicit about the consequences of behaviours
- To support students in accepting responsibility for their own behaviour
- To promote restorative justice when incidents arise
- To develop and sustain a positive culture in both learning and teaching.

### **Implementation**

- The Behaviour for Learning Policy is owned and endorsed by the whole academy community.
- There is a clear and simple Code of Conduct which allows for good behaviour to be celebrated and inappropriate behaviour to be challenged with appropriate sanctions in place.
- There is an expectation that all students follow and live our core values – ASPIRE
- Clear channels of communication are vital in the pursuit of consistency and understanding.
- Consistency and patience from staff are vital in all areas of successful behaviour management and teaching and learning.
- Rewards, consistent application of routines, rules and sanctions are the responsibility of all staff.

### **The expectations of behaviour set out with this BfL policy apply to all students**

- In accordance with the Equality Act 2010, the Academy makes reasonable adjustments to the application of the policy where the behaviour is due to a reason related to the child's disability, thereby ensuring that disabled children are not placed at a disadvantage or unlawfully discriminated against.
- Staff will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's file, student profile/passport or EHCP.
- Staff seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need and put in place measures to address the cause, ensure that the student receives appropriate support and prevent the behaviour reoccurring.
- When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the student in all circumstances. The identified sanction is not open to negotiation or debate with the student. This is the key area of consistency.
- It is up to the member(s) of staff to follow up the sanction and log the incident on the academy's MIS

## Use of Reasonable Force

The Academy uses the DfE guidance for the use of reasonable force. The use of reasonable force by staff is an absolute last resort and will only ever be used to prevent a student from: causing injury, harm or damage to themselves, another student, an adult, or school property; or prejudicing the maintenance of good order and discipline at the Academy. Alternative strategies will be exhausted wherever possible before resorting to the use of reasonable force, for example contacting the parent or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The Academy will communicate with parents where serious incidents involving the use of reasonable force has been used. It will be at the Headteacher's discretion to decide on the need to report, depending on if the incident is appropriately severe.

## Searching Students

*“Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.” Searching, Screening and Confiscation, Advice for schools – July 2022*

The principal and authorised staff have a statutory power to search students or their possessions, 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 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 of; any person (including the pupil).

A search may play a vital role in identifying students who may benefit from early help or referral to the local authority children's social care services.

The academy has five 'search wands'.

We are permitted ([Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)) to carry out searches. Searches will only be conducted with authorisation from the Head of Academy or vice principals and must be carried out with at least two members of staff, one must be a member of SLT. Never should a male colleague(s) search a female student, and likewise, never should a female colleague(s) search a male student.

For further details on the powers available to the school see the DfE guidance document and [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## **Confiscation of Property**

School staff can confiscate 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. This includes the confiscation of electronic devices such as mobile phones and earpods/headphones.

Confiscated items will be stored in Student Services. Electronic devices such as mobile phones will be stored in a sealed envelope with the details of the item recorded on the envelope and placed in Student Services safe. In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. 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 (Searching, screening and confiscation - Advice for schools, July 2022.)

This policy must be understood, supported, and followed by all students, all teachers, and all parents.

### **Lessons and learning time are precious. In lessons students can expect to be:**

- Clear about what is to be learned, how it fits in with what they already know and the structure of the lesson.
- Actively engaged in their learning
- Able to work independently to the best of their ability when required to do so.
- Able to use assessment for learning to help them to improve and make good progress.
- Confident that they can succeed because the right conditions for learning exist.
- Praised regularly and treated with respect.
- Prepared to learn by having the required equipment for the lesson.

## **Responsibilities**

It is the responsibility of every member of staff to model and uphold the academy's values and positively encourage impeccable behaviour across the academy. Staff are expected to enforce the rules and to provide a consistent and fair approach.

The Senior Leadership Team will provide a high presence across all year groups, they will be assigned to year groups and will visit these during registration time.

We need and expect parents to support their child's learning and to co-operate with the academy, as set out in the home-academy agreement. It is essential that home-academy relationships are forged and that all stakeholders work in unison to support the progress and development of student's social, emotional, and academic progress. We understand that building supportive dialogue between home and the academy is essential to engaging parents to work with us. If parents have any concerns about the way that their child has been treated, they are invited to contact their child's designated Deputy Head of Year in the first instance.

## Classroom rules

- Arrive on time every time.
- Be ready to learn.
- Be respectful to peers and staff.
- Listen to and follow all instructions.
- Be ready to be challenged and taken out of your comfort zone.
- Work to the very best of your ability.

## Expectations of students around the Academy

- Students must be in their form room and ready for morning registration at 8.35.
- Students must always wear their full academy uniform correctly.
- Students must walk around the academy sensibly and quietly and keep to the left.
- Students must arrive on time for lessons.
- Students must do as they are told by all staff – first time, every time.
- Students must be polite and show respect for themselves and other people.

The Academy Day ends at 3.00pm for students who have had a successful day. Teachers have authority to issue detentions to pupils, including same-day detentions. At Stanground Academy, detentions will be known as 'Corrections' going forward.

Students who have not had a successful day will be expected to attend a same-day correction until 3:45pm (Correction 1). Repeat offences will lead to an extended after-academy correction until 4:30pm (Correction 2). Continued defiance and disruption to teaching and learning and refusal to uphold our academy values will lead to after-academy corrections until 6.00 pm (Correction 3) or a Saturday correction (Correction 4). Parents will only receive a phone call to advise about a 6.00 pm or Saturday correction. 3:45pm and 4:30pm corrections will be communicated via Class Charts. It is vitally important and the responsibility of parents/carers to download the Class Charts app onto their mobile devices/tablets, as this will be our primary form of communication in these instances. Parental consent is not required for after-academy corrections (DfE Behaviour in schools, Advice for headteachers and school staff – July 2022.) Community Service may also be used as a sanction in appropriate circumstances. To avoid an escalation of sanctions following a student's poor behaviour, parents are strongly encouraged to work with the Academy and their child/children to prevent repeat occurrences.

## Home Learning Policy

Teachers are encouraged to set deadlines for home learning submission in the period prior to break, lunch, and the end of the school day (Periods 2,4 and 5). These 'Golden periods' allow teachers to keep students behind during break/lunch/after school to complete the Home-learning set. This will however be sanctioned as Late HL on Class charts. This initial sanction will allocate negative points but does not carry a correction. Teachers are also encouraged to contact the student's home when Home-learning is repeatedly not completed/not completed on time/not completed to a good standard.

**Step 2:** If the student continues to fail to complete their Home-learning. Staff will: • Enter sanction on Class charts as Non-completion of HL, this will trigger a 3.45pm HL correction to be completed

the same day. • An automatic email and alert on Class charts will be sent home to parents to inform them of Home Learning correction.

**Step 3:** If a student fails to attend the HL correction or persistently fails to complete Home-learning to the class deadline, the correction staff will: • Enter the non-attendance of HL correction on Class charts, this will trigger a 4.30pm Extended HL correction to be completed on that day. • An automatic email and alert on Class charts will be sent home to parents to inform them of the extended HL correction.

**Step 4:** If a student fails to attend the Extended HL correction the correction staff will: • Enter the non-attendance of Extended HL correction on Class charts, this will trigger a 6.00pm SLT correction to be completed on that day. • An automatic email and alert on Class charts will be sent home to parents to inform them of the 6.00pm SLT correction. HL corrections will be based in the canteen area and receiving a correction for a behaviour issue on the same day as a HL correction will have a cumulative effect.

Faculty teams will regularly discuss Home-learning issues during curriculum meetings, using Class charts data to analyse trends and formulate plans accordingly.

### **Expectations of students outside the Academy**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. (DfE Behaviour in schools, Advice for headteachers and school staff – July 2022.)

Any student that brings the Academy into disrepute in and out of school uniform, due to noncriminal bad behaviour and bullying which occurs off the school premises and may be witnessed by a staff member or reported to the Academy will result in sanctions being imposed on the student.

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.

### **Mobile Phones and electronic devices - 'See it, Hear it, Take it'**

- Before a student enters the school gate, their phone must be switched off and placed in their bag or a pocket. If a phone is placed in a pocket, it must not be seen.
- This phone is now to remain in a bag/pocket until the end of the school day and until the student has exited the school site.
- Sixth Form students will be allowed to use their mobile phones in the Post 16 Study Room ONLY. They are not allowed to use them in any other part of the Academy building at any time. We trust that our Post 16 students will always act as positive role models to our younger students.

- Ear Pods or any other type of headphone (wireless or wired) will not be allowed in school.
- Smart watches can be worn providing the linked phone is switched off, or it is on airplane mode.

### **The sanctions of breaking these rules are as follows:**

- Any student seen with their phone/ear pods/headphones, during the school day will have their device(s) confiscated and locked away in the school safe.

If this is the first offence, students may collect their item(s) from a member of Student services staff at the end of the school day – from 3:20pm (Student Services).

If it is the second offence the phone/ear pods/headphones will be confiscated and locked away in the school safe. Parents/carers will need to come to the Academy to collect it (this will be after 4:00pm on any day of the week).

Subsequent (third or more) offences will lead to the phone/ear pods/headphones being confiscated and locked away in the school safe. A meeting will be called with the student's parent/carer post 4.00pm. The device will be returned to the parent/ carer and an agreement will be made where the student will be required to surrender their mobile device to their Head of Year at 8:35am daily, for the remainder of the half term. Further sanctions may be put in place for repeat offenders, including after school corrections and community service.

If a student refuses to surrender a device to a member of staff this will be referred to a senior leader. In these instances, the phone will be confiscated, and the student will be placed in a correction until 6.00pm. We trust that parents/carers will support the Academy in these instances as escalation to this stage is a direct reflection of a student being defiant.

### **Behaviour for Learning**

This part of the policy is designed to recognise the right of students to have a learning experience that is uninterrupted by poor behaviour. It is also designed to support students in making the right choices about their behaviour for learning and in terms of our academy values.

In terms of **classroom-based sanctions**, four key steps have been identified. It is essential that all students, parents, and staff understand this framework and its consequences. At all times the intention of the policy is to support high level learning and prevent any disruption. This will ensure that every student has the opportunity to achieve. Each member of staff must seek to operate within the framework and apply the principles as set out below:

#### **STEP 1 – VERBAL WARNING (unrecorded)**

It goes without saying that students must clearly understand the fact that they have received a warning and why they have been given it and that the words "VERBAL WARNING" are used by the member of staff. Students will receive a verbal warning, acknowledge and continue with their work.

## **STEP 2 – REFLECTION**

**(Recorded on Class Charts as STEP 2 - REFLECTION. Leads to same-day Correction 1 – 3:45pm)**

A student who continues to fall below expectations after being given a VERBAL WARNING will be directed to complete a reflection sheet in a quiet space in the classroom/outside the door. Once completed, the student will return to their learning, quietly and without disruption. The teacher will use positive strategies to ensure that learning continues successfully for all. This will result in a same-day after-academy correction until 3:45pm - Correction 1.

## **STEP 3 – REMOVED TO SENIOR COLLEAGUE**

**(Recorded on ClassCharts as STEP 3 – REMOVAL TO SENIOR COLLEAGUE and triggers ‘ON-CALL’ support. Leads to same-day Correction 2 – 4:30pm)**

Where a child is persisting in disrupting the learning of everyone in the room, the teacher will move to STEP 3. The pupil will be sent to a ‘shadow classroom’ within the department. The pupil will be observed when travelling between classrooms. The class teacher will provide work for the student to complete. This will result in a same-day, after-academy correction until 4:30pm – Correction 2. Students will be allowed to move on to their next lesson for the first STEP 3 offence of the day only. Any further Step 3 behaviours in subsequent lessons will result in Emergency Removal for the remainder of the day. See below.

## **STEP 4 – REMOVAL FROM SENIOR COLLEAGUE**

**(Recorded on ClassCharts as step 4 - ILA and triggers ‘ON-CALL’ support. Leads to Correction 2 – 4:30PM.**

Should the student continue to disrupt, ON-CALL will be alerted and will remove the student and escort the student to ILA (Independent Learning Area) for the remainder of the day. The student will remain in ILA until 4:30pm on this day (Correction – 2).

## **EMERGENCY REMOVAL**

**(Recorded on ClassCharts as ‘URGENT ASSISTANCE REQUIRED’ AND AN alert sent to ON-CALL)**

In extreme cases, e.g. persistent disruption to teaching and learning in more than one lesson, a fight in the classroom, swearing in conversation with staff (not directly at staff – this is a serious incident – see Appendix 1), a student will be removed by ON-CALL and sent as an EMERGENCY REMOVAL to ILA (Independent Learning Area). Further sanctions to be determined by the behaviour team, E.g., 6:00pm on the same-day – Correction 3.

### **Additional detail on consequences:**

- Repeat offences may lead to a correction until 6.00 pm, Community Service or Saturday Correction (Correction 4). Parents will only receive a phone call to advise about a 6.00 pm or Saturday correction (see DfE Behaviour in schools, Advice for headteachers and school staff – July 2022). To avoid an escalation of poor behaviour, it is an expectation that parents work with the Academy and their child/children to prevent repeat occurrences.

- Two or more removals from the same subject MUST result in a faculty meeting with the Curriculum Leader & parents to draw up an action plan to help resolve the problem. This will be a minuted meeting and recorded on Class Charts as 'Communication Log'.
- In the case of a reflection and/or removal, the teacher will meet with the student in the correction room (Canteen) to resolve issues.
- Failure to complete a 3:45pm correction will result in a 6:00pm correction the following day.
- Failure to attend a 3.45pm correction will result in a 4.30pm correction.
- Failure to attend a 4.30pm correction will result in a 6pm correction.
- Failure to complete a 6:00pm correction will result in a Saturday correction.
- Failure to attend a 6pm correction will result in three 6pm corrections.
- Failure to complete a Saturday correction is likely to result in a suspension.
- For students who continue to incur behaviour points daily and persistently fail to uphold our academy values more stringent measures will be taken. This may include longer periods in ILA and extended school days, suspensions, short term placements at another school, managed moves and inviting parents into a Pastoral Support Meeting to support the student in avoiding disruptions in the future.

### **Other breaches of the Code and 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 misbehaviour over a concerted period of time and failure to respond to interventions.
- Smoking on the school site, or to and from the Academy
- Repeated failure to attend corrections.
- 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)

There are a range of sanctions in place to specifically cover swearing at staff, rudeness to staff, assault between students, smoking, mobile phones, lateness to lessons and lateness to the academy. (See Appendices). Other breaches and failure to uphold our academy values are likely to result in similar sanctions but will be at the principal's discretion.

Below are examples of sanctions used by the Academy:

- Loss of break or lunchtime through corrections
- Correction after school
- Meeting between tutor/Head of Year/SLT and parents
- Community Service
- Report cards.

### **Drug and alcohol-related incidents (see Drugs Policy)**

It is the policy of the academy that no child should bring any drug, legal or illegal, into the academy. If a child will need medication during the academy day the parent or guardian should notify the academy and ask permission for the medication to be brought. This should then be taken directly to the front office for safekeeping. Any medication needed by a child while in the academy must be taken under the supervision of a member of staff. The academy will take very seriously misuse of any substances such as glue, other solvents, alcohol or drugs and will deal with instances as per the anti-drugs policy and may permanently exclude as a consequence. If any child is found to be suffering from the effects of alcohol or other substances, an assessment will be made as to whether emergency services need to be contacted for advice/intervention and arrangements made for any required medical intervention or for that child to be taken home.

### **Independent learning Area**

For breaches and failure to uphold our academy values which are continuous or more serious than can be addressed by corrections, the student will be referred to Independent Learning Area for an agreed period of time. A typical day in ILA is from 8:55am to 4:30pm/ 6:00pm. The decision on referral to ILA and the length of time to be served will be taken by the Vice Principal – Pastoral. A bank of work which covers every curriculum area will be set for the student. They will complete a reflection sheet online which will be discussed with a member of staff. Work can also be completed online.

### **Pastoral Support Plan (PSP)**

A PSP may be initiated for students struggling to follow the Academy's code of conduct. Regular meetings and communication will take place with the student, parents/carers, relevant school staff and external agencies. Targets and provision will be implemented and monitored to effect positive change across an agreed period of time. This process could be used to support a student at risk of permanent exclusion.

### **Suspensions and Permanent Exclusions**

The decision to suspend a student is never taken lightly. We make every attempt to avoid suspensions but there are times when this is necessary.

Only the Principal has the power to suspend a child from the academy. The suspension may be for one or more fixed periods, for up to 45 days in any one academic year. Suspension is considered for serious breaches of the Code of Conduct in the academy and/or behaviour to and from the academy which may bring the academy into disrepute. In extreme and exceptional

circumstances, the principal may exclude a child permanently. Such circumstances may include a drug related incident (as outlined below), a serious threat to a member of staff or student, physical violence towards a member of staff or student or an allegation against a member of staff which later is proved to be unfounded.

In the event of any suspension, parents are informed as an absolute priority and provided with reasons for the suspension. At the same time, the principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Council (ACC). The academy informs the parents how to make any such appeal, which is then heard by the ACC. The principal informs the LA and the ACC about any permanent exclusion, and about any suspensions beyond 5 days in any one term. The ACC itself cannot either exclude a child or extend the exclusion period made by the principal.

It is desirable that following a period of suspension that a reintegration meeting is held with the student, parent, Head of Year and maybe the deputy Head of Year. It may also be the case that a member of SLT attends the meeting. At a successful meeting the child will take responsibility for their actions and recognise that what they did was wrong. As part of the reintegration back into the academy the student may be required to undertake community service for up to 5 days and go on to Head of Year report for an agreed period of time.

### **Managed moves**

In this circumstance, in an attempt to try and avoid a Permanent Exclusion, the Principal will consider whether the pupil might benefit from a fresh start at another school. This is referred to as a managed move; a trial placement at another school of up to 12-weeks, to see if a different setting and/or a different peer group can have a positive impact on the pupil's education. They are usually only successful if both the pupil and their parents/carers support the move. A managed move is organised in conjunction with the Local Authority's Fair Access Panel. During the initial 12-week period, the student's behaviour and attendance are closely monitored. If behaviour and/or attendance does not meet the expectations of the placement school, they may terminate the managed move. However, if the pupil's behaviour and attendance do meet the expectations of the placement school then they will take the pupil onto their roll at the end of the managed move.

### **Alternative Provision**

If a managed move fails, or if pupils and/or parents/carers are not supportive of such a move then a placement at Alternative Provision (AP) may be considered in consultation with the Local Authority. Alternative Provision will usually provide the pupil with a smaller, less formal setting in which the qualifications they study will be tailored to their age, ability and interests. Usually, a pupil on AP would not follow the same curriculum being studied in the mainstream at the Academy. The Academy has the right to place the pupil where they feel appropriate.

Actions that we will take if a pupil is to be placed into Alternative Provision:

- A pupil will be directed to an AP provider based on their Key Stage and needs as published by the Peterborough Local Authority Alternative Provision Directory. All AP in this directory are fully accredited alternative provision providers. This includes maintaining all Health and Safety actions, refreshing Safeguarding training and ensuring that Safer Recruitment processes have been diligently followed.

Once the right AP has been selected, we will complete a referral form for the pupil.

- We will then meet with the Provider, parents/carers and pupils to ensure it is the right place for all parties involved.
- A transition process will then take place. The pupil will be under review for a couple of weeks, and we will liaise with the provider, parents/carers and pupils to hear all parties opinions and make a decision on whether it is the right placement.
- A timetable will then be created, liaising with our staff to ensure the right pathways are selected.
- Once pupils are accepted, daily attendance checks are retrieved, regular contact with the academy's lead for AP is kept and there are termly monitoring reviews to ensure all parties are happy with the care, progress and needs of the pupil are being met.
- A continued monitoring of the pupil whilst at the provision will be maintained and should there be an opportunity to successfully reintegrate the pupil back into mainstream school, this will be considered carefully.
- Parents/Carers are responsible for ensuring safe transport/travel for their child to and from AP as much as is reasonably possible.

### **Short Term Placements**

A student may be directed to another local school for a short-term placement. The short-term placement is designed to give students an opportunity to reflect on their behaviour while being temporarily placed at a local school. This break from the regular school environment will help students focus on positive behavioural changes.

Students will attend a local school for a fixed period, during which, work will be provided and monitored to ensure continuity in their education.

Parents/ guardians are responsible for arranging and providing transportation for their child to and from the placement school for the duration of the placement.

A meeting will be held with the student, parents/guardians, and representatives from both schools to outline expectations, goals, and responsibilities during the placement.

A follow-up meeting at the end of the placement will take place to review the student's progress, behaviour, and next steps moving forward.

This process is designed to support student's in improving their behaviour while maintaining their academic progress.

### **SEND Provision**

The Academy has a statutory duty under Section 10 of the Equality Act to ensure reasonable adjustments are made to manage pupil behaviour when a pupil has been identified with SEND/ SEBD. Where pupils have a special educational need (SEND), display Social Emotional Behavioural Difficulties (SEBD) or display mental health needs, sanctions will be revised and made appropriate to individuals' understanding. In order to meet the needs of pupils who require additional support to attain the expectations of the behaviour policy, we understand that employing an approach of flexible consistency is required. Flexible consistency is a way of

thinking that enables us to make reasonable adjustments for individual pupils without compromising on standards and expectations.

To make appropriate adaptations to the behaviour policy for particular pupils, the pastoral and SEND teams use assessment tools (from the routes 2 inclusion framework) to identify the feelings and emotions that underlie behaviours. The intent is to better understand the cause(s) and the influences driving behaviours for individual pupils so that appropriate adaptations can be made to support all pupils in school. Pupils on SEND Pupil Passports have adjustments made to the standard policy. These will be done on an individual basis and discussed with the pupil and their family. This process may involve the Head of Year, SENDCo, Director of SEND/AP, SLT link for the year group and the Behaviour Lead. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each pupil and their teachers, via passport profiles on Class Charts and reviewed on a regular basis. The academy is committed to supporting pupils who display mental health needs. A system of referral, assessment and monitoring is in place overseen by key personnel.

### **Bullying and Discrimination:**

The Academy is committed to challenging and does not tolerate any forms of bullying or discrimination. Any student found to be carrying out any of these actions will be subject to the Academies disciplinary procedures as outlined in this policy. Reports of bullying will be fully investigated, parents will be contacted, face-to-face meetings with parents can be arranged and sanctions will be applied to anyone found to be involved in bullying or acts of discrimination. 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.

Students must report incidents of bullying so they can be dealt with quickly and effectively by Academy staff, by:

- Informing their pastoral team.
- Informing an adult within the Academy.
- Using the 'Hear me, help me' app which will be picked up by the year teams.

### **Child on Child Abuse**

Child-on-child abuse can happen inside and outside of school and online. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence
- Sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission.
- Initiation/ hazing type violence and rituals

There is absolutely no room for child-on-child abuse and these behaviours will not be tolerated in our academy. Any harmful behaviour against protected characteristics will be dealt with using appropriate sanctions. Where necessary, the police will be notified of these behaviours.

### **Sexual Harassment and Harmful Sexualised Behaviour**

Our position as a trust and within all our academies is clear: **sexual violence and sexual harassment are never acceptable, will never be tolerated and are not an inevitable part of growing up.**

Such behaviour will never go unchallenged or become accepted and we remain fully committed to working openly and transparently with all stakeholders to promote mutual respect.

Our Safeguarding and Child Protection Policy has guidance within it around the indicators of child-on-child abuse and harmful sexual behaviour along with our response procedures.

All relevant Safeguarding Policies are available on our Academy website.

All pupils are taught the Relationships and Sex Education (RSE) curriculum through the PSHE & RSE curriculum. The appropriate means for disclosing an allegation of abuse relating to another pupil is always to inform a member of the specific academy's safeguarding team directly or a member of the Trust Safeguarding Directorate. In the event that an allegation is made against a member of staff, this must be sent to the Academy Principal or directly to the Trust Safeguarding Directorate. We will always act on concerns raised.

### **Police Involvement**

Occasionally matters are referred to the police. Where this is done by the academy, academy Leaders will inform parents/ carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the Academy will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/ action must wait, pending the outcome of their investigation. The Academy will provide contact details for parents/ carers when requested to do so by the police for them to investigate an alleged crime. The academy will also provide student records given an appropriate formal request by the police to further investigation of a serious crime.

### **Intervention and Support**

The Academy has developed a unique approach to supporting the education of the students through a variety of strategies and interventions:

Examples of such interventions are:

- Support from the Academy Attendance and Family Support Officer
- Reports – Tutor, Head of Year, Subject, Senior Leadership Team
- Pastoral Support Plans
- Mentoring – Behaviour Mentor
- Personalised Timetable
- Use of ILA
- Short term placements
- Reduced Timetables
- Curriculum and band 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
- Managed Moves
- Referral to MDI
- 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.

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

### **CPOMs**

All and any Safeguarding Concerns (including those involving our Prevent Duty, intolerance, possible bullying, or child-on-child abuse) must be recorded, as soon as possible in the separate CPOMs system. Pastoral teams and safeguarding staff will investigate these, ensure incident records are updated and classifications are accurate and escalate to the relevant external bodies where necessary.

## **Use of video and CCTV**

The school asserts the right to use video capture devices to record pupil's behaviour during a specific incident. This footage may be used to inform an investigation into an incident. Due to privacy of other pupils and GDPR, it is not possible for parents to view this footage.

## **Malicious or unfounded allegations against staff**

We will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of pupils (see safeguarding policy). If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those pupils involved in making the allegation. This may include suspension, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and the reputation of the school.

## **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 suspensions
- Number of Internal Exclusions
- Number of after-school corrections issued.
- Number of removals from lessons
- Results of staff, parent, and student questionnaires

## **Appendix 1**

### **SANCTIONS FOR EXTREME RUDENESS AND SWEARING AT STAFF**

It is unacceptable for students to be extremely rude to or swear directly at staff and this will be dealt with as follows:

- Face to face severe rudeness or swearing by a student to a member of staff will most likely result in suspension. Meeting with parents.

- Severe rudeness or swearing incidents which are isolated and 'out of character' that require consequences will most likely result in a 1-day Internal Exclusion. Telephone call with parents.
- An expression of anger and aggression, leading to severe rudeness or swearing but not face to face will most likely result in 2 days in Internal Exclusion. Telephone call with parents.
- Repeated severe rudeness or hearing of swearing, not directed at staff, which disrupts the learning of others will most likely result in 2 to 5 days in Internal Exclusion. PSP 1 meeting with parents.
- Repeat offences will most likely result in suspension of 1 to 5 days in length.

For all incidents of severe rudeness or swearing at staff, written apologies will be requested.

Failure to complete all work set, as well as non-compliance in Internal Exclusion will result in a Saturday Correction.

These sanctions will also apply to all reported incidents against staff outside of the Academy setting.

## **Appendix 2**

### **SANCTIONS FOR STUDENT-TO-STUDENT ASSAULT**

An assault is the act of inflicting physical harm or unwanted physical contact upon a person by hitting, smacking, kicking punching, etc. An example of assault is someone who deliberately punches another person in the face or body. A student getting hurt as a result of a tackle in a football game is not an assault.

It is unacceptable for students to assault others and will be dealt with sanctions that depend on the severity of the assault. These could include permanent exclusion, suspensions, ILA, short term placements, managed moves and corrections.

Other options could be:

- Meeting with the Governors.
- Alternative Education.
- Or a combination of the above.

These sanctions will also apply to all reported incidents of assault outside of the Academy setting when students are wearing school uniform or bringing the academy into disrepute.

The principal has the authority to change the sanction based on the seriousness of the assault following investigations by the Heads of Year.

\*ILA is an extended school day, 4:30pm/ 6:00pm to be determined

## **Appendix 3**

### **SMOKING/VAPING\* \* SANCTIONS IN UNIFORM**

Pupils caught vaping and smoking will have all of their associated material confiscated and not returned. A 6:00pm correction will be issued to all pupils involved. Parents will be informed. If it is persistent a referral to 'Healthy You, Cambridgeshire and Peterborough Stop Smoking Service' or equivalent could be made. Parents will be informed.

\*Confiscated smoking/ vaping paraphernalia will be confiscated and not returned.

\*\*This includes non-uniform days at the Academy

## **Appendix 4**

### **Lateness to school**

All students expected to enter the building at 8:35am

- There will now be one 'late entrance' - at the end of Technology corridor.
- Duty staff will be positioned at the end of Technology corridor.
- The Attendance Team will register late arrivals and log on Class Charts.
- Exceptional cases will be managed with compassion.
- A late arrival to school will trigger a same-day 3.45pm correction which will be logged on ClassCharts
- Failure to attend a 3.45pm correction will lead to a 4.30pm Correction the following day.
- Persistent lateness/ failure to complete corrections – Sanctions will escalate and be managed as defiance. This may lead to parental meetings, extended corrections, Community service, Saturday corrections (& suspensions in extreme cases)

### **Punctuality to lessons**

Late to lessons – Every student sat down within 5 minutes of the lesson starting.

- Staff will challenge every student who is late to their lesson at an appropriate time. T&L should not be interrupted.
- Lateness to lesson will be recorded as a 'Late to lesson' on Class Charts and a 3.45pm correction will be issued.
- Persistent lateness – Sanctions will escalate and lead to parental meetings, extended corrections, Community service and Saturday corrections.

## **Appendix 5**

### **Truancy**

If pupils truant lessons, they are displaying extreme defiance and are a cause for serious concerns in terms of safeguarding and safety. They are not living our academy values and are showing a complete disregard to the importance of their learning and the time spent by staff required to manage this behaviour. Therefore, where it has been proven that students have truant lessons, there will be an immediate 180 minute (until 6:00pm) same day after school correction issued, where they will catch up with missed learning from the lesson. This will be

staffed by the principal or other Senior Members of staff of the academy. If this persists, further sanctions will be put into place following a parental meeting to understand what is driving the truancy.