



# PONTEFRACT

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## ACADEMIES TRUST

### Secondary Phase Behaviour Policy

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# 1. Introduction, Purpose and Scope

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## 1. Introduction, Purpose and Scope

- 1.1. The Trustees, School Governors and Staff of Pontrfract Academies Trust (“The Trust”) are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. The Trust has very high standards and expectations of our students. The Trust believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the Trust that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve their academic potential and prepare for life.
- 1.3. The Trust’s behaviour expectations are guided by our core values of; Empathy, Honesty, Respect and Responsibility. Staff are expected to model these core values and use them in discussions and interactions with students.
- 1.4. The Trust believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The Trust’s rewards system is based around the awarding of epraise points, which in turn lead to certificates and other rewards.
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.
- 1.7. For some students with special educational needs and disabilities, reasonable adjustments will be made to ensure they reach their potential.

## 2. Links with other policies or legislation

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### 2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the 'daily life' of The Trust academies, and as such is linked to several policies. Throughout this 'Behaviour for Learning Policy' there is reference to the following DfE documents, which should be read in conjunction with this policy:
- Exclusion from maintained schools, academies and pupil referral units in England 2012.
  - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
  - Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies.
  - DfE Advice for Schools.
  - Use of Reasonable Force.
  - Behaviour and Discipline in Schools.
  - Screening, Searching and Confiscation.
  - Ensuring Good Behaviour in Schools.
  - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.2. In addition, there are a number of policies linked to this policy, including:
- SEN Policy
  - Teaching and Learning Policies
  - Anti-Bullying Policy
  - Safeguarding and Child Protection Policies
  - Student Attendance and Punctuality Policy
  - The Misuse of Illegal Substances Policy
- 2.3. This policy links with the Equality Act 2010, specifically The Trust's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the Act.
- 2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.
- 2.5. The Trust reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

### 3. Pastoral staff

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#### 3. Pastoral staff

- 3.1. Throughout this policy there is reference to key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff are:  
Student Liaison Officers (SLO) and Pastoral Leaders (PL).
- 3.2. SLO and PL operate the day to day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in The Trust.

## 4. Provisions

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### 4. Provisions

#### 4.1. The Trust's Non-Negotiables

All students at the Trust's schools are asked to meet the following:

- **Follow staff instructions first time and without questions.** Students should follow all instructions given by a member of staff in lessons and around The Trust.
- **Be punctual in the morning and to all lessons with a full set of equipment.** Any student who arrives late to a school or their lessons, and without their equipment, may be required to undertake an after school detention.
- **Always have a polite and positive attitude towards staff and peers.** Students should display a polite and positive attitude in their lessons and around school.
- **In all lessons have your planner out on the desks, record homework and complete it on time.** This enables staff to easily communicate rewards or concerns with parents. Students who do not complete homework on time, or do not complete it to the required standard, will be required to undertake an after school detention. See the School Homework Policy for further detail.
- **Speak only with the teacher's permission during lessons.** Students should follow the teacher's instructions in relation to speaking in class, which may vary depending on the focus of the lesson.
- **Endeavour to speak clearly, correctly and in full sentences.** Students should speak clearly and correctly at all times, and will be encouraged to do so by staff.
- **Walk calmly and quietly around the building; do not have inappropriate physical contact with other students.** Students are expected to have regard for the safety of themselves and others whilst moving around The Trust building, throughout the day, including break and lunch times. Students who fail to do so and disrupt the good order of a school will receive a sanction (for example an after school detention, isolation etc.) depending on the nature of the incident.
- **Respect the building – never drop or leave litter.** Students are expected to treat the school building and its contents with respect.

#### 4.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of The Trust's behaviour management policy and procedures. The system is detailed in [Appendix 1](#).

#### 4.3. Exclusions and alternatives to exclusions

[Appendix 5](#) refers to The Trust's policy and practices in agreeing exclusions.

#### 4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, Staff and Governing Bodies.' In addition to the practice identified in the DfE guidance, the Trust also bans any item brought into a school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the school or be detrimental to school practice. As a result, the school is able to search students for these items. [Appendix 6](#) refers to The Trust's policy on confiscating items.

#### 4.5. CCTV

The Trust reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Trust's Data Protection Policy and related legislation.

#### 4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteacher/Heads of School, Staff and School Governance Committees.' All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at The Trust.

## 4. Provisions

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It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

### 4.7. Discipline beyond The School site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off The Trust premises which pose a threat to a member of the public or a student to the police as soon as possible. If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff, the Headteacher or Deputy Headteacher must be informed. In addition, if the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, The Trust's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The Trust will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any Trust site. [Appendix 3](#) shows The Trust's Behaviour Matrix.

Where poor behaviour occurs when a student is travelling to and from a school, The Trust reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Students are expected to wear full school uniform correctly when travelling to and from a school and must not be involved in behaviour that could adversely affect the reputation of the school/the Trust. For example:

- Uniform – students will be issued a one-hour detention if they remove their tie at the school gate.
- Students should not smoke on their journey to and from the school. If they are found smoking whilst wearing school uniform, the consequences system will be used.
- Misbehaviour on the school bus will result in The Trust behaviour policy sanctions being applied (e.g. isolation, fixed exclusion, permanent exclusion) and a ban from using any school bus service for either a fixed period of time, or permanently.

### 4.8. Police

The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, The Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family has the right to contact the police if they feel that a criminal offence has been committed.

### 4.9. Reasonable adjustments

4.9.1 The Trust will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

4.9.2 The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments.

## 5. School Governance Committee Behaviour Panel

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### 5. School Governance Committee Behaviour Panel

- 5.1. Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Behaviour Panel of the School Governance Committee must be convened by the Headteacher's Personal Assistant (acting as "the Clerk" to the panel) when:
- A student has received over 15 days' exclusion in one term.
  - Recommendation of permanent exclusion is made by the Headteacher/Head of School for a one-off incident.
  - Through the consequences system.
- 5.2. The Behaviour Panel will comprise of three members of the School Governance Committee who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.
- 5.3. The Behaviour Panel can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.
- 5.4. The meeting must be convened between the 6<sup>th</sup> and 15<sup>th</sup> school day after the date of the receipt of notice to consider the exclusion.
- 5.5. The clerk will circulate the paperwork for the behaviour panel meeting to all parties invited to attend at least five days in advance of the meeting.
- 5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.
- 5.7. The Headteacher and Assistant Headteacher (Student Ethos) will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.
- 5.8. Within one school day of the meeting, a letter will be sent detailing the decision of the Governing Board. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority.

The parent/carer has 15 school days after the day on which notice in writing was given of the behaviour panel's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.



## 6. Independent Appeal Panel

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### 6. Independent Appeal Panel

- 6.1. Each school may convene an Independent appeal panel and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Local Authority. The Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the School Governance Committee not to reinstate a permanently excluded student.
- 6.2. Parents will be informed of their right to request a special educational needs expert at the appeal hearing.
- 6.3. The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.
- 6.4. Where the School Governance Committee decides to uphold an exclusion, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

## 7. Roles and responsibilities

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### 7. Roles and responsibilities

#### 7.1. The Role of the Headteacher/Head of School

- The role of Headteacher/Head of School is to ensure that this policy is applied fairly and consistently across The Trust.
- The Headteacher/Head of School will be responsible for reporting to school governors on its performance.

#### 7.2. The Role of the Governing Body

- School governors will be responsible for monitoring the behaviour of students through School Governors' committee meetings.
- The School Governors will form a behaviour panel to deal with exclusions.

#### 7.3. The Role of Parents and Carers

- Reference to this policy will be included in The School Prospectus, School Policy Handbook, Home/School Agreement, on the school website and in the students' planners.
- The policy is available in full via The Trust's website.

## 8. Monitoring and Evaluation

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### 8. Monitoring and Evaluation

- 8.1. The School Governance Committee will evaluate the impact of this policy by receiving written data from the Headteacher/Head of School in his/her written report each term:
- The number of fixed-term and permanent exclusions.
  - The number of internal exclusions and off-site isolations at other schools.
  - The number of Fair Access moves.
  - Instances of bullying and the action taken.
  - Support provided for the victim(s).
- 8.2. As part of the review of this policy, School Governors will seek feedback from the student voice, staff and parents on the effectiveness of this policy. School Governors nominated to monitor this policy will visit The Trust at different times of the day and report on their findings to the relevant School Governors Committee.
- 8.3. The Trust will approve this policy.

# Appendix 1 – Behaviour for Learning System

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## Appendix 1 – Behaviour for Learning System

### 1) Classroom Consequence System

The Classroom Consequence System is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive a **C1 – Verbal Warning**. If the student continues to disrupt their own or others learning they will receive a **C2 – Behaviour Point** recorded. If the student fails to address their behavior and continues to disrupt learning they will receive a **C3 – an after school detention** will be given and a note put in the student planner. Please see section 2, below 'Detentions'. Should the student continue to disrupt the lesson they will be given a **'Red Card'** and will be placed in Isolation until 4.05pm. (please see Appendix 2 regarding isolation).

Consequences given to students during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind students of where they are within the Classroom Consequence System.

Please note all consequences from 'C2' onwards are recorded by The Trust as Behaviour Points using the following scale; C2 = 1 BP, C3 = 2 BPs, Red Card = 4 BPs and are analysed by the Pastoral Support team. Students' behaviour records are analysed weekly by the Pastoral Support Team and where there are concerns these are communicated to parents/carers and interventions are put in place. Please see below section 3) 'Reports'.

Note: Staff have the right to issue a student with an immediate 'Red Card' at any point during any lesson if they believe the student's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The Behaviour Matrix (Appendix 3) outlines the sanctions and support that students may receive as a consequence of their behaviour. Please refer to this in conjunction with this Behaviour for Learning Policy in its entirety as it is referred to throughout.

### 2) Detention

The school will issue a one hour, same day detention for a breach of The Trust rules. Where possible, parents/carers will be notified in advance through the planner, phone call, email or text. One hour detentions start at 3.05 pm and finish at 4.05 pm. A one-hour detention will be issued for the following reasons:

- C3 during a lesson.
- Red card during a lesson.
- Inappropriate behaviour during non-structured times.
- Inappropriate behaviour during travel to and from school.
- Being late to school.
- Being late to lessons 2 times during a one-week period.
- Failing to complete homework on time or to an acceptable standard.

**Note: The School will determine what is inappropriate and unacceptable at all times.**

## Appendix 1 – Behaviour for Learning System

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The school will issue a two-hour detention where a student fails to attend a one-hour detention. The two-hour detention will take place on the next available day. Where possible, parents/carers will be notified in advance through the planner, phone call or email. Two hour detentions start at 3.05 pm and finish at 5.05pm. If a student fails to attend a two-hour detention they will complete a day in isolation until 5.05pm on the next available day.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention. (Please refer to the DfE’s Behaviour and discipline in schools’ guidance). However, we will try our best, where possible.

### 3) Reports

Behaviour Points accrued by students are monitored and analysed by the Assistant Headteacher/Head of School and the Pastoral Support Team on a weekly basis. To support students and address any behavioural concerns The Trust uses a report card system. There are three levels of report – Form Tutor (FT) report (green); Pastoral Leader PL report (yellow); Senior Leadership Team SLT report (red). Students will be placed onto one of these reports when they are issued with the relevant number of behaviour points (Trigger Points) based on the following thresholds during a term:

- FT Report – 15-19.
- SLO/PL – 21-39.
- SLT Report – 40+.

Students are to have their report signed every lesson and at the end of the day by the relevant member of staff. If a student receives a C1 – Red Card during their lesson the member of staff must record this on the report and record the incident in SIMS.

It is also a requirement that the report is signed by a parent/carer each day. Sanctions will be issued to students who fail to meet their targets. The sanctions depend on the type of report and the extent to which the targets have not been met. The table below outlines the sanctions for each level of report:

Report	Sanction
<b>Form Tutor Report</b>	One hour detentions at the discretion of the Form Tutor.
<b>Pastoral Report</b>	One day in isolation until 4.05pm for failing to show the report to a SLO/PL at the end of the day.
	Two hour detention the same day if the report is lost.
	One hour detention the same day if the report is not signed in any lesson.
	One hour detention the same day if a student is issued with a C3 or Red card in any lesson.
	One day in isolation until 4.05pm if a student is issued with two or more C3s in a day.
<b>SLT Report</b>	One day in isolation until 4.05pm for failing to show the report to a member of SLT at the end of the day.
	Two hour detention the same day if the report is lost.
	One hour detention the same day if the report is not signed in any lesson.
	One hour detention the same day if a student is issued with a C3 or red card in any lesson.
	One day in isolation until 4.05pm if a student is issued with two or more C3s in a day.

## Appendix 1 – Behaviour for Learning System

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At the end of each term all students will be removed from report. Students will be taken off report during a term if their behaviour improves and they are issued with ten or fewer behaviour points over a three-week period.

Where The School feels that a student would benefit from being on report at the start of a term a Monitoring Report (purple) will be issued. This report will be in place until one of the above thresholds is triggered. The following sanctions will be issued for students who fail to meet their targets:

<b>Monitoring Report</b>	One day in isolation until 4:05pm for failing to show the report to a SLO/PL at the end of the day.
	Two hour detention the same day if the report is lost.
	An hour's detention the same day if the report is not signed in any lesson.
	One hour detention the same day if a student is issued with a C3 or Red card in any lesson.
	One day in isolation until 4:05pm if a student is issued with two or more C3s in a day.

Students will remain on Monitoring Report until The School deems it necessary to remove them.

## Appendix 2 - Isolation

### Appendix 2 – Isolation

The Trust schools will use isolation when student behaviour negatively impacts on the learning and/or safety of students. Isolation will also be used when it is appropriate if the good order of the school is threatened and/or student behaviour could potentially damage the reputation of the school.

Students may be placed in isolation for the following reasons:


- 'Red Card' from a lesson (please see section 2.1 - Classroom Consequence System).
- A serious incident(s) – classed as 'Red' and/or 'Grey' on the Behaviour Matrix.
- Repeated lates.
- Truancy.
- Bullying.

Note: Students may be placed into isolation for any serious breach of school rules. Please see Appendix 4.

Whilst in isolation students must meet The Trust's expectations:

#### Ponterfract Academies Trust

#### Isolation expectations

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- DO** hand over all electrical items.
  - DO** place bags, coats and mobile phones in the lockers.
  - DO** reflect on the reason you are in isolation.
  - DO** put your hand up if you have a question.
  - DO** complete all work to the best of your ability.

- DO NOT** talk or communicate with others.
- DO NOT** speak unless spoken to.
- DO NOT** graffiti.
- DO NOT** put your head on the desk.

**PLEASE NOTE:** Students who repeatedly fail to meet these expectations in isolation will be excluded and made to repeat their time in isolation on their return

Students who fail to meet these expectations will be made to repeat their day in isolation on the next day and will stay until 5.05pm. Should a student continue to display unacceptable behaviour whilst in isolation then a Fixed Term Exclusion will be given. The length of the exclusion will always be for one day in the first instance. A student who receives a Fixed Term Exclusion after the morning registration but before the PM registration will be excluded for the afternoon (PM) and the following morning (AM) – the two half days totaling one full day exclusion. A student who receives a Fixed Term Exclusion before the morning registration will be excluded for the full day, i.e. for AM and PM registration.

Any subsequent failures whilst in isolation or refusals to engage will result in a Fixed Term Exclusion in line with The Trust's Exclusion Procedure (see Appendix 5: Exclusions).

## Appendix 2 - Isolation

Students who are excluded for failing to meet the isolation expectations will be required to successfully complete a minimum of a full day in isolation until 5.05pm on their return.

Isolation data is monitored and analysed by SLT and pastoral teams. The School isolation

'Trigger Points' are followed:

Pontrfract Academies Trust					
Isolation Trigger Points					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<p>SLO/PL contact home</p> <p>Isolation until 4.05pm</p>	<p>SLO/PL contact home</p> <p>Isolation until 4.05pm</p>	<p>Parental meeting with SLO/PL</p> <p>Isolation until 5.05pm</p> <p>SLO/PL Report</p>	<p>Parental meeting with PL and SLT</p> <p>Isolation until 5.05pm for one day at TKS/CCHS</p>	<p>1 day fixed term exclusion</p> <p>Subsequent fixed term exclusions (following BfL policy) for each subsequent time in isolation</p>



## Appendix 3 – Behaviour Matrix

### Appendix 3 – Behaviour Matrix

Pontrfract Academies Trust has very high standards and expectations and believes that students have the capacity to achieve their full potential. Disruption to learning is defined as any act that has a negative impact on their own or others learning.

Description of behaviour	Appropriate action	By whom?	Parental support
<b>Green</b>			
No behaviour concerns		All Staff	Praise and reward
<b>White</b>			
C1- Disruption to own or others' learning	Verbal warning and name is recorded on consequence board	All Staff	No action required
<b>Yellow</b>			
C2- Further disruption to own or others' learning	1 Behaviour point		
Defiance	Further warning and name moved up to C2 on consequences board	All staff	Discussion with student
Talking			
Shouting out			
Refusal to work or inadequate work			
Eating in class			
H Homework or coursework-forgotten/ substandard.	1 hour detention	All staff	Ensure homework is completed and student attends detention
Equipment	Further warning, name moved up to C2 on consequences board and borrow correct equipment	All staff	Discussion with student and purchase/ provide equipment
Confiscation of banned items	Item disposed of/ confiscated. Students can collect confiscated items at 3.05pm. If the device is a mobile phone and it has been confiscated more than once, a parent will need to collect the device from the academy.	All staff	Discussion with student and ensure banned item is not brought into the academy again
Poor standard of uniform	Uniform rectified/ confiscated	All staff	Discussion with student and ensure student follows academy uniform policy
Late to school	x1 termly :1 hour detention x2 termly: 1 hour detention. SLO/PL to communicate home to discuss persistent lateness. x3 or more termly: Isolation until 4.05pm, SLO/PL/EWO to contact home.	All staff PL/EWO PL/EWO	Ensure student arrives to academy on time. Ensure student arrives to academy on time and discuss with PL. Meet with SLO/EWO and agree action.
Late to lessons (x2 weekly)	1 hour detention	All staff	Discussion with student.
<b>Amber</b>			
C3- Further disruption to own or others' learning	2 Behaviour points		
Continued disruption in class after being issued a C2.	1 hour detention	All staff	Discussion with student.
In direct foul language/swearing	1 hour detention	All staff	Discussion with student.
Poor behaviour on corridor/ social times/ to and from school.	1 hour detention.	All staff	Discussion with student.
Failure to bring correct PE kit	1 hour detention	Teacher	Discussion with student.
<b>Red</b>			
Serious behaviour issue	4 Behaviour points		
Continued disruption after being issued a C3	Removed from lesson and placed in isolation for 1 day until 4.05pm. SLO/PL to communicate home.	PL/SLG	Discussion with SLO/PL and discuss with student expectations and consequences
Missed 1 hour detention	Placed in 2 hour detention. SLO/PL to communicate home.	PL//SLG/CL	Discussion with SLO/PL and discuss with student expectations and consequences
Smoking	Placed in isolation for 1 day until 4.05pm. SLO/PL to communicate home.	PL	Discussion with SLO/PL and discuss with student expectations and consequences
Truancy	Placed in isolation for 1 day until 4.05pm. SLO/PL to communicate home.	PL/EWO	Discussion with SLO/PL/EWO and discuss with student expectations and consequences
<b>Severe</b>			
Severe level sanctions can only be determined by SLT. The range of sanctions considered are shown in brackets against behavioural concerns as a guide. . Parents and Carers are informed in all cases.			
Failure to meet expectations in isolation (2-5)		1)	Isolation room + 1 hour detention + SLT meeting with parent to discuss issue
Failure to attend 2 hour detention (1-3)		2)	Isolation room + 2 hour detention + SLT meeting with parent to discuss issue
Persistent red cards (1-5)		3)	External isolation (Offsite) + isolation room on return. SLT meeting with parent to discuss issue
Violence or assault (1-5)		4)	Fixed term exclusion + SLT meeting with parent to discuss issue
Drug/ alcohol abuse (4-5)		5)	Permanent exclusion and or/ managed move to another school.
Offensive weapons (4-5)		<b>The behaviour concerns listed in the behaviour matrix are not an exhaustive list. Any other behaviours which have a negative impact on learning or damage the reputation of the Trust will be sanctioned at a level which the Trust deems most appropriate.</b>	
Abusive/ threatening behaviour (2-5)			
Damage to property or theft (2-5)			
Drug Dealing (5)			
Bullying: emotional, physical, racial, sexual, homophobic, verbal, and cyber (1-5)			
Inappropriate sexualised conduct (1-5)			

## Appendix 4 – Serious Breach of School Rules

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### Appendix 4 – Serious Breach of School Rules

**All decisions to exclude are serious and only taken as a last resort or where the breach of The Trust rules is serious.**

**The following are given as examples:**

- Failure to comply with a reasonable request from a senior member of staff. E.g. failure to wear school uniform which has been provided (where possible) for a student who is wearing incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of The Trust.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of school rules.

## Appendix 5 – Exclusions and alternatives to exclusions

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### Appendix 5 – Exclusions and alternatives to exclusions

**‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’**

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

#### 1) Fixed Term Exclusions

The School will use Fixed Term Exclusions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Fixed Term Exclusions will also be used when the good order of The Trust is threatened and/or student behaviour could potentially damage the reputation of The Trust.

The Headteacher/Head of School (and the Deputy Headteacher, Assistant Headteacher/Head of School at the discretion of the Headteacher/Head of School) may exclude for the following reasons:

- Serious breaches of The Trust rules (for example – see Appendix 4).
- Repeated breaches of The Trust rules.
- Refusal to engage with isolation.
- Repeated disruption whilst in isolation.
- Five occasions in isolation.

The number of days students are excluded for will be at the discretion of the Head of School/Headteacher.

Fixed Term Exclusion data is closely monitored by the Deputy Headteacher/Head of School in conjunction with the Assistant Headteacher and Pastoral Support Team. It is the responsibility of the Pastoral Assistant Headteacher to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in The School and on the majority of students involved in the process.

The Trust is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual’s ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single incident in the process.

No student will receive greater than 45 days’ exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Headteacher/Head of School also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Headteacher/Head of School retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

#### 2) Offsite Isolation

In some cases, off site isolation may be considered as an alternative to fixed term exclusions. Schools in The Trust work with other schools in their locality so that students can spend time off site in other schools’ isolation rooms. This may be used to avoid prolonged fixed terms and ensures that good order is maintained, a consequence is issued but a student can remain in supervised care.

## Appendix 5 – Exclusions and alternatives to exclusions

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### 3) Permanent Exclusion

**‘A decision to exclude a pupil permanently should only be taken:**

- **in response to serious or persistent breaches of the school’s behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.’**

(DfE ‘Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Headteacher/Head of School will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- a) Serious actual or threatened physical assault against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Possession of an illegal drug with intent to supply.
- e) Carrying an offensive weapon (see definition below).
- f) Making a malicious serious false allegation against a member of staff.
- g) Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of The Trust community.

The Headteacher/Head of School may also permanently exclude a student for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Any serious incident which the school deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Headteacher/Head of School, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

In addition, the School also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a) Deliberate activation of the fire alarm without good intent.
- b) Repeated or serious misuse of The School computers by hacking or other activities that compromise the integrity of the computer network.
- c) Repeated verbal abuse of staff.
- d) Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.

### 4) Offensive Weapons - Definition

The School has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the School.

## Appendix 5 – Exclusions and alternatives to exclusions

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In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher/Head of School, senior leaders or the governing body to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

### **5) Partial Timetable**

As an alternative to exclusion a Headteacher/Head of School may, in limited circumstances, make use of a partial timetable to support a student. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by the School and parents. An example of a Partial Timetable Agreement between The School, student and parent/carer is shown on the following page.

### **6) Student Support Panel**

If a student is at risk of permanent exclusion, a Student Support Panel meeting **may** be convened. The panel will consist of School Governance.

# Appendix 5 – Exclusions and alternatives to exclusions

## 7) Partial timetable agreement

**PARTIAL TIMETABLE AGREEMENT BETWEEN SCHOOL, STUDENT & PARENT/CARER**

Student Name:..... DoB.....  
 School .....

Clear objectives of Partial timetable:

- 
- 
- 

Start Date of Partial timetable	
End Date of Partial timetable	
Review Date of Partial timetable	

### **LEGAL GUIDANCE REGARDING THE USE OF A PARTIAL TIMETABLE**

*“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the school is trying a partial timetable as an `alternative measure' prior to an exclusion in the context of a pastoral support plan (PSP) or as part of a planned re-integration package. In such cases, schools should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- **have clearly defined objectives**
- **be for a specified and limited period of time;**
- **not, other than in very exceptional cases, be implemented without written parental agreement.**

*Once tried as an `alternative measure' it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the `alternative measure' would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of SENCO as well as the parents/carers. Schools need to be mindful that decisions to place students on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children's right to receive efficient full-time education.*

All parties to sign below to evidence they are aware of the legal guidance and responsibilities where a student is on a partial timetable. This document and a copy of the timetable should be retained by The Trust and a copy of both issued to the parent/carers.

Student name..... Date.....

Student signature .....

Parent/carer name ..... Date.....

Parent/carer signature .....

Staff name ..... Date.....

Staff signature ..... Staff title .....

## Appendix 6 – Confiscation

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### Appendix 6 – Confiscation

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 harmful or detrimental to school discipline.

Staff should hand the confiscated item to the relevant member of support staff (SLT, Pastoral Staff, Main Reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of a senior member of staff immediately.

Items confiscated by The School (other than mobile phones) can be collected by parents/carers except where The School has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters, matches.

The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The Headteacher/Head of School will use their discretion to confiscate, retain and/or destroy any item found as a result.

Electronic equipment, jewellery and other expensive items will be confiscated and held by The Trust for a period of one year. If, at the end of the year, the item has not been reclaimed then The Trust reserves the right to destroy the item.

Where alcohol has been confiscated The Trust will retain or dispose of it. This means that The Trust can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances should this be returned to the student).

Where The School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher/Head of School thinks there is a good reason to do so.

Where The School finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs', laser pens, replica weapons, energy drinks. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher/Head of School thinks that there is a good reason to do so.

Where a member of school staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that The School can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

## Appendix 6 – Confiscation

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If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst The Trust carries out its own investigation.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under The Trust rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst The Trust carries out its own investigation.

### **1) Mobile phone use and confiscation**

Our approach to electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during The Trust day (including lunch and break).

Students will be fully focused on their learning and enjoy the varied experiences the school offers. We recognise the use of these devices when a student is travelling to and from the school, but if a student chooses to bring a device into the school it is their responsibility and at their own risk. Parents/carers and students should be aware of the following:

- If a student is seen using any device during The School day, it will be confiscated immediately.
- The first time it is confiscated a student will be permitted to collect it at the end of The Trust day from Reception/Student Services.
- In cases of subsequent instances, parents will be informed and be required to pick up the device from Reception at their convenience. Reception is staffed from 7.30am until 6.00pm (5.00pm on a Friday).

Our Student Services desk provides a way for students to contact home in an urgent situation, where necessary.

Using a mobile device inside The School is a behaviour issue, and as well as the device being confiscated a Behaviour Point will be given.