



# INGOLDMELLS ACADEMY

## Pupil Behaviour and Exclusions Policy

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External
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## **1. Policy Overview**

The aim of the policy is to ensure that Ingoldmells Academy pupils learn in a safe and secure environment where the Academy upholds high standards of behaviour which support good learning.

This policy, outlines the behaviour that we expect from all of our pupils and the sanctions that will be consistently enforced if this policy is not adhered to.

The policy is based on the good practice guidance outlined in the Department for Education's guidance on behaviour and discipline and is in line with the legal duties set out in Schedule 1 to the Education (Independent School Standards) Regulations 2014.

## **2. Encouraging Positive Behaviour**

High standards of behaviour and discipline are expected inside and outside of the Academy and classroom. The Academy has a 'Behaviour Standard' that is communicated clearly to pupils, families, staff and other stakeholders. The Standard will be aligned to this overall policy and describes:

- The code of conduct and Academy rules;
- How positive behaviour is encouraged, supported and rewarded;
- Items and behaviours that are prohibited from the Academy;
- How the Academy will communicate with home about positive behaviours and when there are concerns over behaviour;
- The standard types of advice and support provided for pupils with challenging behaviour;
- The standard types of sanctions used in the Academy, which will be adapted with the seriousness and frequency of the behaviour; and
- How the guidelines and sanctions are reviewed and monitored to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring.

The behaviour standard is attached as Appendix 1.

All staff are accountable for implementing high expectations and for challenging behaviour which prevents effective teaching and learning. All staff are also expected to support all pupils appropriately to achieve high standards of behaviour, work and dress. The Trust seeks the support of parents in upholding the standards in each Academy and values a partnership with home.

Ingoldmells Academy will take appropriate action under this policy and their behaviour guidelines where a pupil's behaviour falls below the standards expected and adversely impacts on the Academy or any member of the academy community.

## **3. Equality**

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 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 pupil receives appropriate support and prevent the behaviour re-occurring.

Staff will also seek to identify any 'triggers' for pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening.

Ingoldmells Academy will work closely with all parents / carers of children with behaviour difficulties.

#### **4. Reasonable Force**

Staff across Ingoldmells Academy have received training in de-escalation. This technique will be the primary route to follow in preventing children from causing harm to themselves, others or property.

If the primary route of pupil support has been unsuccessful and where it is necessary to prevent a pupil from:

- causing injury or damage to the property of any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy

reasonable force may be used by a member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, 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 force been used. It will be up to the Principal's discretion to decide on the need to report, depending on if the incident is appropriately severe.

#### **5. Searching and confiscation**

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs and paraphernalia
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury (whether physical or physiological) or damage to property.

The Greenwood Academies Trust does not encourage the use of force but a member of staff may use reasonable force to carry out a search for a prohibited item as listed above.

Where a member of staff reasonable suspects that a pupil is on possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, the Academy may treat this as a disciplinary matter and apply an appropriate sanction.

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. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, January 2018.)

Any cigarettes or e-cigarettes confiscated in the Academy may be destroyed.

## **6. Managed Moves to another School**

Where a pupil is at risk of permanent exclusion, a managed move to another school may be considered. A managed move is a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under certain circumstances. If the pupil's parents do not agree to a managed move, the Principal will record this in writing.

## **7. Non-compliance with the Academy Uniform Policy**

The Academy uniform, as detailed in an Academy's Uniform Policy, should be worn by all pupils. Where a pupil attends the Academy without the correct uniform, the Principal or someone authorised by the Principal, may send the pupil home to change his/her clothes to comply with uniform rules. Parents will be notified and the time allowed will be no longer than is necessary for clothes to be changed. This will not amount to an exclusion and the absence from the Academy recorded as authorised. However, if the pupil continues to breach uniform rules to avoid school, the pupil's absence may be recorded as unauthorised. In addition, a persistent breach of uniform rules may give rise to disciplinary sanctions being imposed.

## **8. Behaviour off site**

Where pupils misbehave on the way to or from the Academy, near the Academy premises or in circumstances in which the Academy considers it reasonable to impose sanctions for behaviour outside of school, this policy will apply and the pupil will be disciplined by the Academy. In deciding whether to apply sanctions and the appropriate level of sanction, the Academy will take into consideration:

- the severity of the misbehaviour/ breach of this policy
- the extent to which the Academy's reputation has been affected
- the affect that the behaviour has had or may have on other pupils or members of the Academy community
- the extent to which the behaviour has implications for the orderly running of the Academy and its duty to uphold discipline; and
- whether the behaviour occurred when the pupil was identifiable as a pupil of the Academy.

## **9. Exclusions**

This policy and all Academy processes relating to exclusions are informed by '*Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE September 2017)*' ("**DfE Guidance**").

For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Principal may resort to excluding pupils, either for a fixed term or permanently.

The Greenwood Academies Trust is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, each Academy will make

reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

All exclusions are monitored by the Academy Advisory Council.

Where an excluded pupil is due to sit an external examination, suitable arrangements will be made to ensure the pupil can still sit the examination.

Before taking an exclusion decision, the Principal of the Academy will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil;
- what additional support or alternative placement may be required for a pupil with a Statement of SEN/EHC Plan or a looked after child; and
- that the permanent exclusion of a pupil with a Statement of SEN/EHC Plan or a looked after child should, as far as reasonably possible, be avoided.

The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded according to the Trust Exclusion Procedures.

### **Fixed Term Exclusions**

If a decision is taken to exclude a pupil for a fixed term:

- The parent is contacted as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the exclusion or request a meeting of the Academy Advisory Council is highlighted as appropriate.
- A meeting is set up for the parent/carer and pupil to attend on return from exclusion, with a senior member of staff.

Following this meeting:

- The pupil is reinstated
- The pupil may be placed on report or another appropriate temporary sanction or support
- Behaviour support and 'reasonable adjustments' will be reviewed
- Where appropriate, an apology is given to the member or staff or other pupils involved
- A record of the exclusion and meeting is kept in the pupil's file.

In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council Disciplinary Committee will meet to consider reinstatement of the pupil if the fixed term exclusion would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term.

If requested to do so by parents, the Advisory Council must also consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term. They must also consider the reinstatement if an exclusion would result in the pupil missing a public exam.

## **Decision to Permanently Exclude**

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by a Principal:

- in response to a serious breach, or persistent breaches, of this policy; and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances:

- Physical assault against another pupil
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards a member of staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault
- Drug and alcohol related incidents
- Damage to property (including arson)
- Theft
- Carrying an offensive weapon
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- Other (only in exceptional circumstances)

The Greenwood Academies Trust will do everything possible to avoid the permanent exclusion of a Looked After Child. Each Academy is expected to be proactive and work with the young person, carers, the virtual school and social workers to do everything reasonable to avoid excluding a Looked After Child. The Chief Executive will be informed of any exclusion decision and a report will be made to the GAT Standards Committee.

## **Permanent Exclusion Processes**

The processes that the Academy must undertake following a decision to permanently exclude are detailed in the GAT Exclusion Guidance. This follows precisely the DfE guidance in this area.

When the Principal decides to permanently exclude a pupil, the Academy Advisory Council will set up a Disciplinary Committee to review the case within fifteen (15) days of the exclusion. The panel will consider all information supplied in the Principal's pack and during the panel meeting before making the decision to uphold the permanent exclusion or reinstate the pupil.

If, following the completion of the exclusion review process, a pupil who was permanently excluded is to be re-instated, the process of re-integration will require careful planning. A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The Academy will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

If the decision to permanently exclude is upheld, parents / carers have the right, as described in DfE guidance, to request the decision to be reviewed by an **Independent Review Panel**.

Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The Trust shall arrange suitable training for Independent Review Panel members and clerks. Where requested by the parent, a SEN expert will be appointed by the Academy to advise the Independent Review Panel.

The Independent Review Panel will decide to:

- uphold the Disciplinary Committee's decision; or
- recommend that the Disciplinary Committee considers reinstatement or quash the decision and direct the Disciplinary Committee to reconsider reinstatement.

The Independent Review Panel's decision is final and binding on the Academy, pupil and parents. The Independent Review Panel does not have the authority to direct the re-instatement of a pupil. A parent may not appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

### **Parents' Responsibilities**

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed by the local authority. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

### **Continuing Education during the Exclusion Period**

For the first five days of a fixed term exclusion, the Academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a fixed exclusion of six (6) days or longer, the Academy has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions, the Academy will set work as described above for the five days following a permanent exclusion.

The Principal may impose a fixed-period exclusion which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility, the Academy will seek to mention it in the letter to parents notifying them of the fixed-term exclusion. If a permanent exclusion is subsequently imposed, this is a separate exclusion decision. Thus, if a permanent exclusion follows a five day fixed-term exclusion, the responsibility of the Academy for the first five days of the permanent exclusion would be to set and mark work as described above and not find suitable alternative provision.

## Appendix 1

### Encouraging Positive Behaviour at Ingoldmells Academy

High standards of behaviour and discipline are expected inside and outside of the Academy and classroom. The Academy has a 'Behaviour Standard' that is communicated clearly to pupils, families, staff and other stakeholders.

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- The code of conduct and Academy rules are displayed around the academy and shared with pupils through assemblies and through daily routines. Class rules are devised with pupils as a part of PSHE sessions through shared discussion increasing understanding for the need of rules. These rules are displayed in each classroom as a 'Class Charter'. All pupils sign the charter to show their shared understanding and agreement.
- Positive behaviour is encouraged and supported through various means; primarily daily routines, PSHE sessions and verbal praise helping pupils to gain self-gratification through simple acknowledgement of their positive behaviour, ultimately leading onto self-awareness for continual positive behaviour and self-respect. Further rewards are provided in the means of Class Dojo points, stickers and letters home to parents to acknowledge positive behaviours raised and acknowledged during staff meetings.
- Ingoldmells Academy prohibits any item being brought into school which could cause harm to persons or property.
- Ingoldmells Academy prohibits any behaviours which cause harm to any person or property.
- Ingoldmells Academy will communicate with home about positive behaviours as they may arise daily through discussion either at the beginning of the day or at the end of the day. In addition, positive behaviours form a discussion point within staff meeting agendas and children identified will receive a letter home to parents acknowledging this positive behaviour.
- Where concerns for behaviour arise; initially the class teacher will discuss the issue with the parent and together home and school will work together to support the pupil. Where negative behaviours continue the Principal will meet with pupil and parent to discuss the situation to support and promote increased positive behaviour. At this point daily monitoring of behaviour will take place in the form of a home/school diary between pupil, parent, class teacher and Principal if deemed necessary.
- The standard types of advice and support provided for pupils with challenging behaviour may include but are not limited to; parental meetings with class teacher, individual reward charts, home/school diary, individual incentives as deemed appropriate by class teacher, nurture playtimes, interventions e.g. Lego therapy, Friends
- The standard types of sanctions used in the Academy, which will be adapted with the seriousness and frequency of the behaviour include but are not limited to; loss or reduced free choice activity time, reduced playtimes. In extreme cases and in consultation with parents; a reduced timetable could be applied.
- Guidelines and sanctions are reviewed and monitored during SLT meetings to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring.