



# St. Mary's Catholic Academy

## Behaviour Policy

### MISSION STATEMENT

St. Mary's is a caring faith community based on the teachings of Christ. Our mission is to provide an outstanding whole person education through which all are challenged to grow in wisdom, understanding self-esteem and closeness to God.

*"I have come that you may have life and have it to the full"*

John 10 10

Version: 2.3

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Revision Date: July 2021

## Behaviour Policy

The issue of discipline and behaviour within schools is always a highly emotive one for staff, children, young people and parents. It is the issue where different value systems and approaches can clash. It is also the place where people can feel the most hurt or the greatest injustice has occurred. This policy seeks to place discipline and behaviour within the wider Christian and educational context.

The Blessed Edward Bamber Catholic Multi Academy Trust believes that all people are gifted and talented in their own unique ways and capable of being successful in their learning. We aim to ensure our academies offer a safe, orderly and respectful community in which all children and young people's talents can be developed and used to their fullest.

Relationships are at the centre of our Christian faith. They are a reflection of the mutual love of the Father, Son and Spirit. At the heart of our Catholic communities is the high quality and enriching relationships that exist between our children, young people and our staff. Based around reciprocity and forgiveness, it is often in the smallest interactions that these enriching relationships are built. The issue of reconciliation – rebuilding broken relationships – is sometimes a difficult and demanding one but is an essential part of the sacramental dimension of the academies' work. It is in these broken relationships that we find the greatest need of God's grace and forgiveness.

Where there is an incident of poor behaviour we will always *"condemn the sin not the sinner."*

Much of society is obsessed with its rights. Living in a Christian community requires us all to focus on our responsibilities – to ourselves, to others and to the wider community. Each academy's Behaviour Policy and its implementation is a key element in a child or young person's moral formation. Through it children and young people will be helped to determine what is appropriate and acceptable and what is not. Whilst systems are required for the effective functioning of our academies we will never allow a system nor our actions to de-humanise people.

### **We believe:**

- ✓ Each person, created in God's image, is blessed and holy. This is central to all our work with children and young people.
- ✓ The formation of our community and the need for enriching relationships, for us to be "persons-in-community", places limits on our individual freedoms for the common good and the benefit of all.
- ✓ Enriching relationships are a practical realisation of the Mystery of the Trinity and essential: to the well-being of all who work in the Trust and its academies, their self-worth as individuals and ultimately their success.
- ✓ The key Gospel values of Justice and Mercy must pervade all elements of the Behaviour Policy and its implementation especially in providing an *"option for the poor"*.
- ✓ That it is our Mission is to support parents in the formation and development of their children who in turn must support the implementation of this policy, if we are to work productively together.
- ✓ That outstanding behaviour and discipline are ultimately *"a way of life, an attitude of mind, an orientation of the soul"*.

At St Mary's this way of life is referred to as *"the St Mary's way"*. This is a way of living rooted in our ethos and focusing on our academy hallmarks. Central to this way of living together as a community are a set of traits which exemplify our expectations for students. A similar set of traits also ground our expectations of one another as staff.

## **Main Principles of this policy**

- In managing children and young people's behaviour staff will be consistent, professional and respectful towards them and ensure all children and young people's right to learn is of primary importance.
- Outstanding, positive and enriching behaviour will be built around a series of expectations to develop self-discipline and a simple set of rules based on respect for others and the environment.
- Children and young people will be provided with the opportunity to make a positive contribution to the community in order to develop the reciprocal thinking and actions on which communities are founded.
- Forgiveness and reconciliation will be central to the implementation of this policy.
- Rewards, sanctions and associated interventions will be consistently applied, proportionate, staged and escalating with the intention of correcting, curing and directing a child or young person towards greater self-discipline and community living.
- The academy will provide appropriate professional development for staff in practices proven to improve and help manage children and young people's behaviour.

## **Aims**

The purpose of this Behaviour Policy is to ensure:

- A safe and orderly community.
- The consistent, proportionate, staged and escalating implementation of rewards, sanctions and interventions based on a set of expectations and rules.
- A trauma informed behaviour system to support our high needs students remain in mainstream education.
- Children and young people develop age appropriate:
  - Personal, social, spiritual and moral values and respect for self, others and the environment.
  - Into confident learners who show the learning traits of: responsibility arriving at lessons prepared to learn and resilience by putting maximum effort into their work, no matter how challenging it is.
  - The levels of self-control, self-discipline and appropriate behaviour towards others that enables them to: be a full, supportive and enriching member of our community; develop as learners and in their learning; develop personally, socially, morally & spiritually and passport them to the next stage of their learning; future employment, training or further and higher education.

## **Behaviour for Learning at St. Mary's Catholic Academy**

Effective Behaviour for Learning Procedures will allow us to develop confident learners who arrive to lessons prepared to learn and ready to be resilient when tasks become challenging. We also seek to develop co-operative learners who will allow and enable other students to maximise their learning.

The policy deals with how our four hallmarks support behaviour for learning:

### **1) Catholic – Behaviour which embodies our mission & ethos**

Behaviour for Learning at the Academy should be a living demonstration of our mission, ethos and values. Actively promoting the St. Mary's Way through their own actions and interactions with others.

### **2) Caring – Behaviour which affects the learning of others**

The Behaviour for Learning Procedures are underpinned by a set of straight forwards rules and a clear staged approach to regulate, connect and correct behaviour. If a student starts to behave in a way which affects the learning of others, then the steps in the process must be followed using the agreed language quoted. This ensures consistency between lessons and teachers and also ensures that staff and students are aware at which stage of the process they are. Each step **must** be followed in order.

**3)**

**Formal Warning ----- Final Warning ----- Departmental Referral**

### **4) Community – Behaviour that supports the community**

The Behaviour for Learning System rewards students who make a significant contribution to our community or the wider community. This is part of developing students' actions and understanding of our interdependency. We feel it is important that all students have a positive effect on our community. These may include, attendance at Open Evenings, Charity Work, Volunteering and other extra-curricular activities that look to promote our Academy in the local and national community.

### **5) Challenge – Behaviour which affects a student's own learning**

The Behaviour for learning policy sets out the expectations for how behaviour can affect their own learning.

Form tutors are a students' primary contact and they will challenge each student to meet some basic expectations every day:

- Arrive on time.
- Ensure the students' have their planner and if not, provide them with a temporary one for the day.
- Arrive to form wearing full school uniform and if not they will be given a pink slip until the matter can be resolved.

Classroom teachers' will also challenge the students to meet expectations in lesson time:

- Punctuality to class.
- Wearing full school uniform.
- Having the correct equipment for the lesson.
- Ensuring they try their best.
- Completing classwork, homework and meeting coursework deadlines.
- Have their planner or temporary planner.

## **Behaviour for Learning - Celebrating and Rewarding**

The use of rewards can be effective for motivating most students. They can positively reinforce the behaviours that you want to see from your students. However, all rewards must be used with care and the distribution of them must allow ALL students, with different starting points, the opportunity to attain them. It is vital that they do not be seen or viewed as punishments – an unattainable goal for certain students.

- All Academy staff need to be actively involved in focusing on rewarding positive behaviours.
- Celebration of a reward being obtained needs to be a key focus and this should be shared with parents and fellow students.
- A contextual approach to rewards is embedded in the Academy, so that students with different starting points can be rewarded.  
e.g. A student who has an attendance of 65%, should be rewarded if they can increase this throughout the academic year.

The Academy also places a considerable emphasis on the use of informal rewards. Your child might receive one of the following rewards:

- Post card of praise sent home
- Phone call or letter
- Good work/effort being displayed around the Academy
- Recognition in assemblies
- Written comments in their books or student planners
- Opportunities to represent our community during extra-curricular events e.g. Open Evening
- Opportunities to take part in ambassador or student leader roles e.g. Heroes programme/Head boy or girl/sports teams/drama and musical productions
- Verbal praise from peers or a member of staff
- Specific praise given to a group of students (class, form, teams etc.)

Formal recognition will be provided in the form of certificates and presented during Learning House Assemblies. These certificates will focus on rewarding students for their effort in living out the four hallmarks of our Academy and therefore following the St. Mary's Way.

### **Catholic**

'The Catholic' Award focuses on our mission and ethos. This will be awarded to students who actively live out our mission in their day to day lives. This may be a remarkable one off situation where the young person has gone above and beyond to carry out the universal message of the Church and positively influence the life of a person(s) around them. Alternatively, it may be an accumulation of a series of positive actions that clearly show the young person is living our Academy mission and helping other young people.

### **Caring**

'The Caring' Award will focus specifically on how we treat our fellow human being. This will be awarded to students who either demonstrate kindness in a one off remarkable situation or if they are consistently kind and caring to all students throughout the year.

## Community

'The Community' Award of the rewards system is focused on motivating our students to give back to our Academy community and positively influence the community beyond our Academy walls (local/national/international). Students will receive formal rewards for active involvement in the following areas:

- Volunteering at Academy Events (Open Evenings)
- Representing Academy sports teams
- Being part of music or drama productions
- Being an Academy ambassador (student care team/student council)
- Charity work
- Regular extra-curricular attendance
- Subject specific volunteering

## Challenge

'The Challenge' Award focuses on the Academic aspect of the academy. Students will be rewarded on a contextual basis, relevant to the curriculum they are studying. The term 'Going for Gold' is used to motivate students to be making more academic progress than expected relevant to their individual starting points. So all students, across all teaching sets, can go for gold!

You will be rewarded for every 'Gold' (above expected progress) you achieve in each subject area.

You will also be rewarded for 100% attendance per term and per year.

## Celebration

A celebration of all our students will take place at our regular Rewards Assemblies. These take place on a termly basis. Students will be handed certificates based on the four hallmarks of the Academy.

Students should be encouraged to collect all four hallmark certificates. By collecting all four you will be demonstrating that you are indeed following the St. Mary's Way.

Rewards				
Pastoral			Academic	
Catholic	Caring	Community	Challenge	
			Progress	100% Attendance
'The Catholic' Award focuses on our mission and ethos. This will be awarded to students who actively live out our mission in their day to day lives. This may be a remarkable one off situation where the young person has gone above and beyond to carry out the universal message of the Church and positively influence the life of a person(s) around them. Alternatively, it may be an accumulation of a series of positive actions that clearly show the young person is living our Academy mission and helping other young people.	'The Caring' Award will focus specifically on how we treat our fellow human being. This will be awarded to students who either demonstrate kindness in a one off remarkable situation or if they are consistently kind and caring to all students throughout the year.	'The Community' Award of the rewards system is focused on motivating our students to give back to our Academy community and positively influence the community beyond our Academy walls (local/national/international).	'The Challenge' Award focuses on the Academic aspect of the academy. Students will be rewarded on a contextual basis, relevant to the curriculum they are studying. The term 'Going for Gold' is used to motivate students to be making more academic progress than expected relevant to their individual starting points. So all students, across all teaching sets, can go for gold!	The 100% attendance award is focused on a student who maintains 100% attendance throughout each term of the academic year.
<b>Selection criteria</b> Form tutors to complete PBR's Reward Google Sheet. Highlight one student in form who has demonstrated the above.	<b>Selection criteria</b> Form tutors to complete PBR's Reward Google Sheet. Highlight one student in form who has demonstrated the above.	<b>Selection criteria</b> Form tutors to complete PBR's Reward Google Sheet. Highlight one student in form who has demonstrated the above.	<b>Selection criteria</b> This will be done through admin work and collated based off students who have received Attitude to Learning grade of an 'A' in a subject.	<b>Selection criteria</b> This will be done through admin work and collated based off students who have received Attitude to Learning grade of an 'A' in a subject.
<b>Reward</b> A certificate, SMCA Way badge and a front of the Q dinner pass	<b>Reward</b> A certificate, SMCA Way badge and a front of the Q dinner pass	<b>Reward</b> A certificate, SMCA Way badge and a front of the Q dinner pass	<b>Reward</b> A certificate, SMCA Way badge and a front of the Q dinner pass	<b>Reward</b> A certificate, SMCA Way badge and a front of the Q dinner pass
<b>The four hallmarks</b>				
Students should look to attain all four hallmarks in each academic year. If they achieve this then they will be given an additional reward based on their success across all the four Hallmarks				

\*Front of Q Pass will allow the bearer to use throughout the term. These will be colour coded to reflect the seasons i.e. Autumn term = brown, Spring term = green and Summer term = yellow

## Behaviour for Learning Interventions & Supports

Interventions and support will be based on the discretion of the pastoral team for the individual student.

The vast majority of students at St. Mary's can deploy coping and self-regulation skills which, in the main, will allow that young person to be successful. However, all young people are prone to making mistakes as they look to successfully grow and develop into confident, responsible and well-rounded human beings.

The pastoral team will use a range of interventions to make a positive correction to this mistake, they will look to utilise the following interventions:

- Detentions (lunch and after school)
- Referral Room
- Internal re-integration
- External respite and/or exclusion
- Positive report cards and/or mentoring cards
- PSP lite (HoLH)
- PSP full (Assistant Head)
- Chaplaincy support
- External Agency involvement
- ❖ Parental communication must take place with every intervention. The use of formal letters to formally communicate behavioural issues and interventions should be used as much as possible.
- ❖ Parental meetings should also be actively encouraged to ensure clarity of process is maintained.
- ❖ Each intervention should be recorded on our PARs system.

Students accessing this range of interventions should be carefully monitored and escalated through the department or pastoral team.

Escalation should follow one of these processes:

### **Pastorally based escalation**

Form tutor ----- Head of Learning House ----- Pastoral Assistant Headteacher ----- Deputy Headteacher

### **Departmentally based escalation**

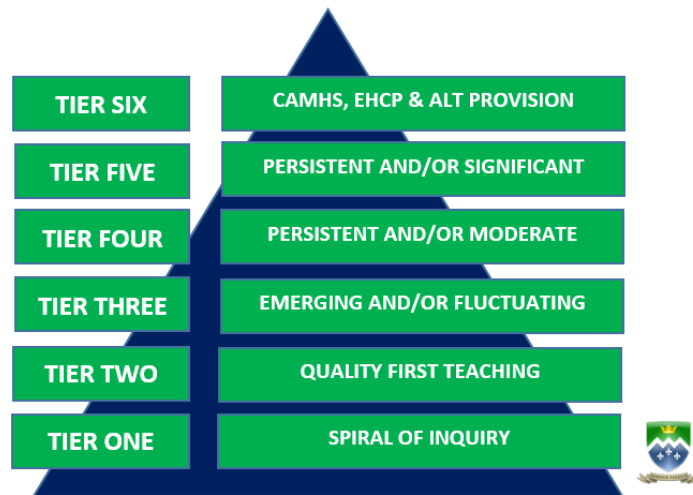
Class teacher ----- Head of Department ----- Academic Assistant Headteacher ----- Deputy Headteacher

Whenever an 'escalation' is requested, the escalating member of staff must provide adequate evidence of interventions that have been utilised. There must also be a check that all interventions have been recorded on PARs.

## High Needs Provision

Our local context means that we will have to support some of the most vulnerable young people. It is vital that we demonstrate our core purpose of “I have come that you may have life and have it to the full” and actively support each individual. Adverse Childhood Experiences and high levels of social deprivation have negatively impacted on the mental health of certain students. It is vital that we identify that early and be pro-active in the support we are providing.

High needs students need to have a ‘graduated response’ to meet their individual need. The tiered approach below will allow the Academy to provide the best possible support, which will hopefully allow them to be successful.



(Wording at Tier 3, 4 & 5 taken from the ‘SEND Graduated Response’ document)

Through a thorough and detailed transition process, our high needs students will be identified before the first half term in Year 7. Each identified student will take part in a Spiral of Inquiry to gather all the information, keeping the student at the centre of our provision/support and outline the best evidence informed approach to use.

(Existing students in Y8-11 will also be constantly monitored to see if they need to be supported by our Tier 1 intervention).

Throughout each tier the student will access a range of internal or external support. This support will change for each student depending upon their individual needs at the time. The first two tiers are focused around gathering information, building a relationship with the student and ensuring that quality first teaching exists in their lessons.

All other support from tier three onwards, will be tailored specifically for the individual.



## Behaviour to Ensure a Safe and Orderly Community

In addition to the Academy's Behaviour for learning procedures, students are required to behave in a manner befitting a Christian community and in line with the St Mary's Way, they should moderate their behaviour for the good of themselves and others. The overwhelming majority of students consistently behave in this manner and show exemplary conduct.

Students must not engage or involve themselves in behaviours which would:

- Cause harm or upset to other students including the inappropriate use of social media
- Undermine the authority of staff by failing to follow their reasonable instructions or use rude, offensive or threatening language or behaviour towards a member of staff including the inappropriate use of social media
- Bring prohibited items onto the Academy's premises
- Undermine the maintenance of effective behaviour and discipline at the Academy.

As part of belonging to St Mary's Catholic Academy students will be required to follow and parents expected to support the Academy in implementing the following general rules and expectations. These rules will govern students' behaviour on the way to and from Academy and at break and lunch time.

1. Behave safely and sensibly at all times
2. Be respectful of each other and staff
  - Use good manners and be courteous at all times
  - Follow staff's instruction first time
3. Be respectful of the environment
  - Keep the all areas tidy and litter free
  - No food or drink (except bottled water) may be consumed within the building
4. Keep mobile phones and music players switched off and in bags whilst on the Academy premises unless specifically given permission to use them by a member of staff

Where a student does not follow any of the above rules a stepped approach should be used with a proportionate response.

Staff on duty should use a range of strategies before involving the HoLH:

- One minute conversation
- Be present on duty (no phones) and move around
- Talk to the students
- Issue positive reminders
- Silent cues
- Build relationships

Where a student refuses to co-operate and doesn't follow instructions first time a warning should be given to the student. Any poor behaviour, beyond the warning, at lunch and break time should be reported to the student's HoLH. The HoLH should record the incident on PARS as a "BESOC". S/he may determine further proportionate loss of break or lunch times for repeat offenders.

If repeat loss of break/lunch times occurs then the HoLH must escalate this to Pastoral Assistant Headteacher for further support. This escalation may result in the pastoral team utilising the following interventions:

- Detentions (lunch and after school)
- Referral Room
- Internal re-integration
- External respite and/or exclusion
- ❖ Parental communication must take place with every intervention. The use of formal letters to formally communicate behavioural issues and interventions should be used as much as possible.
- ❖ Parental meetings should also be actively encouraged to ensure clarity of process is maintained.

## Appendix

### Statutory Basis of the Behaviour Policy

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), the Blessed Edward Bamber Catholic Multi Academy Trust must ensure that policies designed to promote good behaviour and discipline on the part of its children, young people and staff are pursued at its academies. This includes under Section 88(2) of the EIA: a written statement of general principles; any particular advice to the head teacher; having due regard to guidance issued by the Secretary of State and consulting (in whatever manner they think appropriate) the head teacher, staff, parents and students.

#### Discipline in Schools – Teachers’ Powers

Teachers have statutory authority to discipline children & young people whose behaviour is unacceptable, whose conduct falls below the standard which could reasonably be expected of them, who break the school rules, repeatedly fail to meet the school’s stated expectations or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). This power also applies to all other paid staff with responsibility for children & young people, for example, cover supervisors, pastoral managers and teaching assistants.

- Teachers can discipline children & young people at any time they are in school or elsewhere under the charge of a teacher, including on visits or attending another educational establishment as part of their education.
- Teachers can also discipline children & young people for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate children & young people’s property.

Any sanctions imposed will be proportionate in the circumstances and taking into account child & young person’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

#### The Power to Discipline beyond the “School Gate”

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate children & young people’s behaviour in these circumstances “to such extent as is reasonable.”

The Trust believes it is reasonable to use these powers under the following circumstances:

- A child & young person’s misbehaviour, at any time, could have repercussions for the orderly running of the school or poses a threat to another child or young person or member of the public or could adversely affect the reputation of the Trust or its academies. The latter includes the use of social media.
- When the child or young person is: taking part in any school-organised or school-related activity; travelling to or from school; wearing the academy’s uniform or in some other way identifiable as a child or young person who attends one of the Trust’s academies.

The child or young person’s misbehaviour will be dealt with in a proportionate and consistent manner using the same level of sanction that would have been imposed if the incident had happened on the school’s grounds.

Parents should note that the head teacher is also required to consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a child or young person following their misbehaviour beyond the “school gate”. However, if the behaviour is criminal or poses a serious threat to a member of the public, the police must be informed.

## Confiscation of Inappropriate Items

School staff may search a child or young person, with his/her consent, for any item. There are two sets of legal provisions which enable school staff to confiscate items from children & young people:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a child or young person property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for 'prohibited items'. Prohibited items include:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers, lighters, vaping equipment and matches
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Inappropriate items, for example, merchandise that is intended for sale on the Academy premises, chewing gum, jewellery
  - Electronic devices, for example but not exclusively, mobile phones that are switched on or have been used by a child or young person on school grounds without staff permission, MP3 players

Legislation states that weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the academy's head teacher to decide if and when to return a confiscated item. The Trust has determined that stolen items and illegal drugs will also be handed over to the police.

Alcohol, tobacco, cigarette papers, lighters and matches, fireworks and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property will be disposed of by the academy and will not be returned to the child, young person or their parent.

Articles of jewellery and electronic devices will be returned to child or young person in keeping with the arrangements determined by the academy at that time. All children, young people and parents should note that whilst the Trust's academies will take reasonable care to keep any confiscated items safe and secure, prior to their return, the Trust nor any of its academies will be held liable for any loss or damage nor pay compensation for lost or damaged items and parents should ensure any items brought onto the Trust's property are adequately insured.

A child or young person may be searched with or in certain circumstances without his/her consent, however, the search must not compromise a child or young person's basic human right to privacy and dignity. The person conducting the search must conduct it in the presence of another permanent member of staff and only when they have reasonable grounds for suspecting a child or young person is in possession of a prohibited item. The member of staff may search: only a child or young person's outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves) and scarves and desks, lockers and bags.

If a child or young person refuses to be searched, the academy may refuse to have the child or young person on the premises. Health and safety legislation requires a the Trust's academies to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance or staying on site. If a child or young person fails to comply the head teacher has not excluded the child or young person the absence will be treated as unauthorised. The child or young person must comply with the rules and attend.

## **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

## **Detentions**

Teachers have a legal power to put students (aged under 18) in detention and this is one of a range of sanctions used by the Trust's academies. Parental consent is not required for detentions nor is there a requirement to give parents notice. However, in keeping with the principle of parents as their child's "first and foremost educator" the academy will provide notice to parents at least on the day before the detention is due to take place.

Detentions may occur on any school day where the student does not have permission to be absent. In deciding the timing of a detention, the academy/teacher will consider whether suitable travel arrangements can be made by the parent for the child or young person. Please note, it does not matter if making these arrangements is inconvenient for the parent, child or young person. The provision of notice to a parent will almost always ensure time for a parent to make appropriate travel arrangements for their child. In extreme cases the academy may rearrange the timing of a detention.

If a lunchtime detention is imposed the teacher will allow reasonable time for the child or young person to eat, drink and use the toilet.

## **Referral Room or Re-Integration**

Where there are significant or on-going breaches of the Academy's Behaviour Policy then the Academy may place a student in referral room/re-integration. Whilst in referral room/re-integration a student will be expected to behave in an appropriate and respectful manner. Where a student fails to do this then they may be required to serve their time again in referral room/re-integration, which depending on their behaviour may be following a period of exclusion. Parents will always be informed of their child being placed in referral room/re-integration, unless it is for a temporary period whilst statements are gathered following an incident of poor behaviour.

A student would be placed in referral room/re-integration:

- Due to a student repeatedly failing to follow the Behaviour for Learning expectations or rules.
- Following an urgent referral by a member of staff or refusal to attend a departmental referral.
- For a serious offence that would normally carry a one day exclusion. These offences include rude/offensive/threatening language or behaviour towards a member of staff or being involved in a fight that was neither pre-meditated nor containing a significant level of violence.
- For a significant incident/issue or repeated low level breaches of the Academy's Behaviour Policy as determined by the Deputy Headteacher responsible for managing the referral room/re-integration.

Parents will be notified by telephone for students who have been urgently referred from the referral room/re-integration rooms. An appointment will be made for the following morning to meet with HOLH or nominated member of staff.

## **Exclusion**

Where a student repeatedly fails to behave in a manner that is acceptable or is involved in a significant instance of unacceptable behaviour the member of staff should intervene directly and refer to the nearest senior leader who will isolate or seclude the student pending an investigation of the matter. The issue will be reported by the senior leader to the Deputy Headteacher, who will then consult the Headteacher to deem if an exclusion is an appropriate sanction.

Exclusions from school may be on a fixed term basis or permanent basis and will be determined solely by the head teacher, in the first instance. The Trust's Board has determined to delegate responsibility for reviewing exclusions to the Ethos, Curriculum & Community Committee.

All exclusions are reported to and considered regularly by the Trust's Ethos, Curriculum & Community Committee.

In addition the committee:

- Will meet within 15 working days of a permanent exclusion to confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will meet within 15 working days of an exclusion for a child or young person who has fifteen or more days of exclusion in a term. The committee will consider the evidence available and may confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will meet within 15 working days of an exclusion, or prior to the date of an external examination, to consider reinstatement of a child or young person who would miss a public examination. The Trust's standard practice is to allow a child or young person to sit any public examination even if it occurs during a period of exclusion.
- Will meet within 50 working days of an exclusion for a child or young person who has more than five days of exclusion in a term. The meeting must be requested in writing by the parents of the child. The committee will consider the evidence available and may confirm the head teacher's decision or reinstate the child or young person if they disagree with the head teacher's determination.
- Will note any parental representations made by parents whose child has been excluded for five or fewer days in a term. However the committee does not have the power to reconsider the exclusion or overturn the head teacher's decision.

Fixed term exclusions are used, for example, but not exclusively:

- Following a child or young person repeatedly failing to follow the expectations or rules in the academy's Behaviour Policy
- For a serious breach of the Behaviour Policy including:
  - Using rude, offensive or threatening language or behaviour towards a member of staff. This includes the use of social media. The length of exclusion will be determined by the exact nature of the child or young person's behaviour and will be increased if the behaviour seriously undermines the member of staff's authority or the child or young person prolongs their rude, offensive or threatening language or behaviour or the child or young person has previously been excluded or fails to tell the whole truth about their actions.
  - Being involved a fight with another child or young person. The length of exclusion may be increased where there is evidence of pre-meditation or a significant level of violence or the child or young person has previously been excluded for the same offence or fails to tell the whole truth about their actions.
  - Persistent bullying behaviour towards another/other child(ren) or young person(s) that continues despite the academy's intervention. This includes the use of social media. The length of exclusion will be increased where there is evidence of pre-meditation or a significant level of violence/threat or the child or young person has previously been excluded or fails to tell the whole truth about their actions.
  - Bringing a knife or weapon onto the school site where there is no evidence of any threat or intent to use it. The length of exclusion will be determined by the exact nature of the incident and will be increased if the child or young person has previously been excluded or fails to tell the whole truth about their actions. (See also permanent exclusion).
  - For making a malicious accusation against a member of staff. The length of exclusion will be increased where there is evidence of pre-meditation or collusion or the child or young person has previously been excluded or fails to tell the whole truth about their actions. (On occasions where a member of staff is subject to a formal investigation following a complaint the head teacher will assign a separate senior leader to the one investigating the complaint to support and look after the well-being of the member of staff as part of the Academy's general pastoral care for its employees.)

- For consuming alcohol or using illegal drugs or so called legal highs on or bringing alcohol or illegal drugs or so called legal highs onto the school site or on the way to school (please also refer to the section on

“Discipline beyond the Academy gates”). The length of exclusion will be determined by the exact nature of the incident and will be increased if the behaviour is public or the child or young person has previously been excluded or fails to tell the whole truth about their actions. A greater number of days of exclusion will be given for illegal use of drugs and for the student responsible for bringing the alcohol or illegal drugs on site.

- For a significant incident/issue or repeated low level breaches of the Behaviour Policy as determined by the Head teacher.

**Permanent Exclusions are used, for example, but not exclusively:**

- For a child or young person who repeatedly fails to follow the Behaviour Policy and consequently undermining discipline at the Academy.
- A permanent exclusion due to a child or young person displaying continuously disruptive behaviour will occur when there is clear evidence of persistently unacceptable behaviour and support strategies put in place by the academy to assist her/him in changing those elements of her/his behaviour that are unacceptable. Within the various intervention strands of the Behaviour Policy there is a requirement for a multi-agency approach. At this stage the following will occur unless it has already happened and appropriate support strategies are already in place:
  - ☐ An assessment will be made of the child or young person’s learning, social and behavioural needs and if additional needs are identified additional appropriate support will be put in place. The Trust’s academies are aware of their legal duties under the Equality Act 2010 and in respect of pupils with SEND.
  - ☐ Consideration will be given as to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the Safeguarding Policy.
  - ☐ Appropriate multi-agency support will be sought through either direct engagement via the academy or appropriate signposting to parents.

For a serious, significant one off offence permanent exclusion may be used, for example, but not exclusively:

- A child or young person selling (dealing) illegal substances to another child or young person(s) on the academy’s site or on the way to the academy (please also refer to the section on “Discipline beyond the school gates”).
- Actual violence towards a member of staff. The Trust considers the level of violence irrelevant in this situation as staff must be allowed to come to work without concerns that any violence towards them will be tolerated.
- Bringing a knife or weapon onto the school site where there is evidence of a threat or intent to use it.
- For a very significant incident/issue that breaches the Behaviour Policy as determined by the head teacher.